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ABSTRACT

The guide presents information on 53 federally funded projects for gifted and talented students. Projects are arranged according to geographic regions, and entries usually contain information on such aspects as funding level, population, administration and organization, staffing, curriculum description, dissemination, evaluation, and the address of the project director. (CL)

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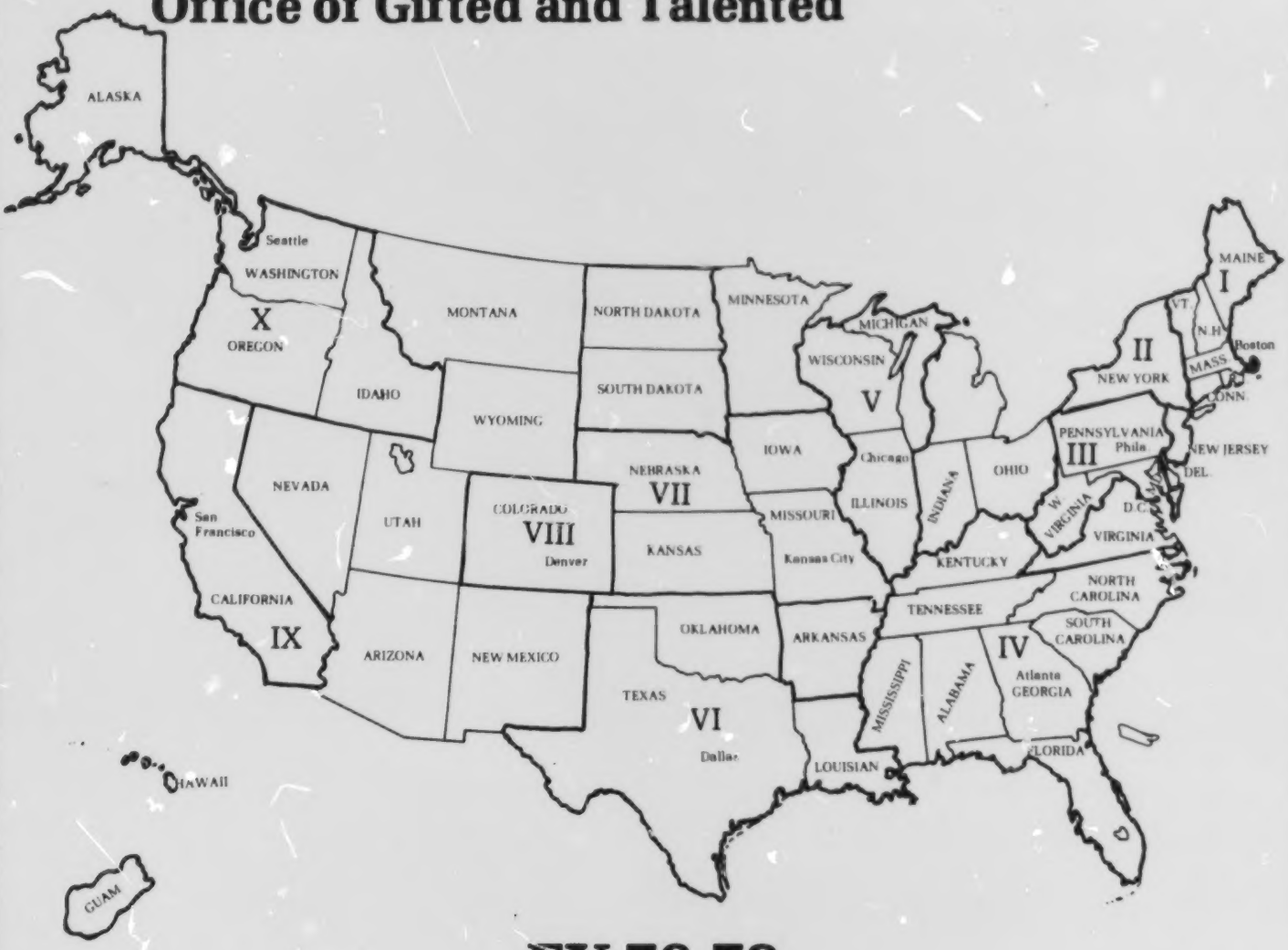
A Guide to Programs Funded by the Office of Gifted and Talented



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Contents

Foreword	v
Federal Concern	vi
Gifted and Talented Children: A Federal Definition	ix
Glossary	x
Projects Funded by the Office of Gifted and Talented: FY 1976–77	1
Regions of the US Department of Health, Education, and Welfare	3
Projects Funded by the Office of Gifted and Talented: FY 1976–77 (Table)	4
Region I	9
Region II	19
Region III	37
Region IV	57
Region V	77
Region VI	91
Region VII	95
Region VIII	103
Region IX	111
Region X	125
Projects Funded by the Office of Gifted and Talented: FY 1977–78	139
Projects Funded by the Office of Gifted and Talented: FY 1977–78 (Table)	141
Region I	147
Region II	155
Region III	161
Region IV	167
Region V	175
Region VI	181
Region VII	185
Region VIII	191
Region IX	195
Region X	201

Foreword

. . . "We seek for each individual the chance to be a whole person, free of fragmentation that plagues modern life—fragmentation of intellect and emotion, work and play, job and family, man and nature."

(John W. Gardner, 1970)

The words of John Gardner typify the goal of gifted education, that is, the development of whole persons. This goal has been given sporadic attention by educators throughout the last five decades. However, it was not until the 1972 congressional report stated that less than 4% of our nation's gifted and talented youngsters were being adequately served that the Office of Gifted and Talented was established. And more importantly, it was not until Public Law 93-380 allocated 2.56 million dollars in 1976 that there has been any direct financial assistance given to local educational agencies, state agencies, higher education and private agencies, and institutions. With this first year's funding, gifted education has been able to take a giant step forward in meeting the national goal of providing adequate education for every gifted and talented youngster. The first year funds provided the United States with six model projects in areas of concern such as leadership, early childhood, handicapped, disadvantaged, creativity, and specific aptitude. It also provided stimulus money to 25 states to develop more comprehensive plans and inservice and model projects to supplement their state efforts. Eighteen innovative local education projects were funded to serve as exemplary program efforts and three teacher training efforts were supported. Realizing that not all educators want degree programs, the Office of Gifted and Talented funded three types of teacher training: a degree program, on the job training through internships, and inservice through leadership institutes. And lastly, one information services contract was funded to provide a much needed survey of the current national picture in gifted education and many other timely products for dissemination to the public.

With the second and third years of funding, the Office of Gifted and Talented will continue to encourage educators to examine what is good and right for the gifted and to encourage the willingness of administrators to implement programs for the gifted and talented. Within these pages are the creative efforts of many fine, enthusiastic, and creative educators. The ideas and program implementations vary from state to state and region to region, which only serves to underline the uniqueness of gifted individuals and their needs and the impossibility of prescribing curriculum, one method, or one activity that is appropriate for all gifted. It is our hope that these 53 projects will serve as a creative stimulus for others to provide conditions under which the gifted can achieve optimum development and become whole persons.

Dorothy Sisk
Director
Office of Gifted and Talented

Federal Concern

The first real attempt on the part of the federal government to initiate gifted legislation came in 1958. America's self image had been severely damaged by the launching of the Soviet satellite, Sputnik, and public education had become the scapegoat for our loss in the race for space. Fear of Russian technological domination generated a national reaction and a demand for programs that would enable us to "catch up" with the Soviets. Responding to this demand, Congress hastily passed two measures—the National Defense Educational Act and the National Science Foundation Program—designed to provide financial assistance to state and local education agencies. Using these monies, public schools began to create a number of educational programs and strategies to help meet the unique needs of their gifted and talented students. Among these were the establishment of honors classes, innovative science and math curricula, early admissions to colleges, enrichment courses, and accelerated learning programs.

The impact of such programs, however, was at best minimal and short-lived, for within the next few years public attention dramatically shifted from the gifted and talented to the disadvantaged and impoverished. This shift in priorities had profound implications for state and federal agencies dealing with the gifted. First, without public support many state and local statutes concerning the gifted never became totally implemented. Other laws were simply forgotten. Second, this shift in priorities caused a substantial proportion of federal expenditures intended to help stimulate the development of gifted programs to be spent upon services that would benefit other types of students as well. Gifted monies thus were spent upon such things as more guidance counselors, additional audio-visual equipment, and supplementary local school personnel. In summary, national concern for the gifted lessened. The public turned its attention to what it perceived as more pressing issues, and unfortunately for gifted and talented students, it insisted that the federal government do likewise.

A Second Attempt—Public Law 91-230

The second attempt by Congress to convey its concern for the gifted and talented came in 1969 when it passed Public Law 91-230 (Amendments to the Elementary and Secondary Education Act). A basic intent of this law was to demonstrate congressional desire that gifted and talented students benefit from existing federal legislation. Among ways to accomplish this, Public Law 91-230 suggested that state and local education agencies could use their Title III funds to purchase items such as advanced science or foreign language equipment, or they could hire part time teachers and other qualified persons to conduct special classes in the arts or in music. Furthermore, the act suggested that local schools could use their Title V monies to hire consultants, coordinators, or technical advisers to assist the implementation of new programs and services for this population. In addition to such monetary suggestions, Public Law 91-230 further demonstrated federal concern for gifted and talented students by directing US Commissioner of Education Sidney Marland to conduct a national study to identify the specific needs of the gifted population and to suggest ways in which the federal government might best appropriate its resources to meet these needs.

The Marland Report

On October 6, 1971, Commissioner Marland submitted to Congress his nationwide assessment regarding the status of gifted and talented education. Among his more salient findings, the commissioner discovered that (a) only a relatively small percentage of the nation's 1.5 to 2.5 million gifted and talented children were actually benefiting from existing educational services; (b) gifted educational services had a low priority at virtually all levels of government and school administration; and (c) very little was actually being accomplished in the field of gifted and talented education because of more pressing funding priorities, more threatening crises, and the absence of adequately trained personnel.

Conclusions regarding the use and impact of federal assistance to stimulate the development of new programs were equally depressing. The study found, for example, that less than 15% of the states were spending any of their Title I funds to identify or to develop special programs to meet the needs of gifted and talented youngsters from deprived areas. In addition, it discovered that only 20% of the states had used Title III monies for programs or services directed at the gifted and talented and that only nine of the states had used Title V monies to strengthen their programs for these students.

The implications extrapolated from the Marland Report were clear: Efforts to stimulate the development of gifted and talented programs through the use of unspecified federal appropriations were not directly benefitting gifted children. A new method was needed by which federal assistance and appropriations could directly reach gifted students and those agencies most concerned with their education.

Public Law 93-380

Congress found such a way in 1974. Section 404 of Public Law 93-380 (Amendments to the Elementary and Secondary Education Act) enabled gifted and talented education, for the first time, to become a direct recipient of federal funds and assistance. To help meet the unique needs of this population, Congress authorized a yearly appropriation of $2.56 million and provided the statutory base and support for the following:

1. *An administrative unit within the US Office of Education.* The Office of Gifted and Talented was created in 1972 and housed within the Bureau of Education for the Handicapped to facilitate, coordinate, and monitor activities and programs dealing with the education of gifted and talented students.

2. *The creation of a National Clearinghouse for the Gifted and Talented.* A national information clearinghouse was funded to develop and disseminate information pertaining to the education of the gifted and talented. The clearinghouse is located within The Council for Exceptional Children in Reston, Virginia.

3. *Grants to state and local educational agencies.* For fiscal year 1976-77, 26 federal grants were issued to state agencies or consortia at a total expenditure of $1.5 million. The primary purpose of these grants is to "assist [state agencies] in planning, establishing, and operating programs or projects. . .designed to have state-wide impact in identifying and meeting the special educational and related needs of the gifted and talented." Activities funded under this subpart of 93-380 include the development of statewide projects and programs, teacher training programs, and local programs that might easily be replicated by other local education agencies within the state.

   A total of $250,000 was awarded to 18 individual local education agencies, with priority given to programs or projects that demonstrated a significant potential for replicability or that would best serve as a catalyst or stimulus for other programs, projects, or activities to meet the needs of the gifted and talented in areas, regions, or states lacking programs or services to meet these needs.

4. *Training grants, research, and model projects.* The expenditure of $525,000 was authorized to assist programs involving specialized or intensive training for leadership personnel in the education of gifted and talented children and youth. Within this broad categorization, three subdivisions were defined to include (a) the development of graduate training programs for leadership personnel (awarded to Teachers College, Columbia University); (b) the establishment and operation of a lead-

ership training institute (awarded to the National/State Leadership Training Institute); and (c) the creation of a variety of internships at local, state, and federal levels to train leaders or potential leaders in the education of the gifted and talented (awarded to George Washington University's Institute for Educational Leadership/Educational Policy Fellowship Program).

Approximately $250,000 was authorized for contracts with public and private agencies and organizations to establish and operate model projects targeted toward a special category of the gifted and talented. Six such model projects have been funded. They are targeted toward the areas of the exceptional disadvantaged, early childhood, sparsely populated areas, creativity, community based mentor services, and the handicapped gifted.

5. *Product development.* An expenditure of $116,120 was authorized for the development of specific products dealing with the gifted and talented. A contract specifying products of major need was awarded to The Council for Exceptional Children in Reston, Virginia. The products developed address all aspects of the gifted and talented, and their subgroups, and are for use by professionals, teachers, administrators, parents, and others interested in the education of this population.

Gifted and Talented Children: A Federal Definition

As reported in the publication *Education of the Gifted and Talented: Report to the Congress of the United States by the US Commissioner of Education* (March 1972):

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. *general intellectual ability*
2. *specific academic aptitude*
3. *creative or productive thinking*
4. *leadership ability*
5. *visual and performing arts*
6. *psychomotor ability*

It can be assumed that utilization of these criteria for identification for the gifted and talented will encompass a minimum of three to five percent of the school population. Evidence of gifted and talented abilities may be determined by a multiplicity of ways. These procedures should include objective measures and professional evaluation measures which are essential components of identification.

Professionally qualified persons include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians and others with special training who are also qualified to appraise pupils' special competencies.

Glossary

The 53 projects funded this year by the US Office of Gifted and Talented incorporate a wide variety of unique components by serving a number of specific categories of gifted and talented children and youth. To assure the maximum use to the reader of this project guide, those unique categories have been isolated and defined.

These definitions are not necessarily consistent with federal definitions for similar terminology. They are contained in this project guide to provide continuity and to avoid misinterpretation.

consortium: A program designed to form an alliance of states or local education agencies with contiguous borders, thereby effecting and improving the delivery of services for gifted and talented children on a far reaching geographic basis.

culturally different program: A program designed to screen, identify, and provide quality educational environments for gifted and talented children who may require the use of non-English language materials due to strong ethnic affiliations, or for those children whose cultural diversity has produced a high degree of isolation necessitating the design and implementation of unique curriculum methods and materials.

gifted and talented handicapped program: A program designed to serve children who possess handicapping conditions such as visual, hearing, or orthopedic impairments; emotional disturbances; or learning disabilities; but who are identified as gifted and talented by professionally qualified persons.

information services: Contracts awarded to one or more public or private agencies or organizations to develop and disseminate to the public information pertaining to the education of gifted and talented children and youth. Activities include the collection of available data on identification of the gifted and talented, analyses of existing methodologies and new discoveries in the continuing educational needs of the gifted and talented, the compilation of information on current and developing opportunities for teachers of the gifted and talented and for leadership personnel in this area, as well as any other information considered relevant to the education and development of gifted and talented children and youth.

leadership development: A program specifically designed to provide gifted and talented children and teachers of gifted and talented children with an opportunity to be placed in problem solving situations where they are required to make decisions and assume responsibilities that have a direct effect on their educational and professional experience.

leadership training institute: A project designed for intensive or specialized training of teacher trainers, school administrators, supervisors, researchers, state consultants, school psychologists, and other persons engaged in directing or providing services to gifted and talented children and youth on a national basis. These persons may also include potential leaders who represent parental, organizational, or other community and professional interests in the education of the gifted and talented.

local education agency: A public board of education or other public authority legally con-

stituted within a state either for administrative control or direction; or to perform a service for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state; or such combination of school districts or counties as is recognized in a state as an administrative agency for its public elementary or secondary schools. This term also includes any other public institution or agency having administrative control and direction of a public school.

mentorship: A program designed to match gifted and talented children who possess high skill and potential in one or more specific areas with individual residents from the local community who possess advanced expertise in the same content area for in-depth study, exploration, and experiences.

model project: A project to design and implement a program of activities targeted toward a special category of gifted and talented such as bilingual, early childhood, handicapped, educationally disadvantaged, migratory, rural, American Indian, or culturally different. It must demonstrate thorough knowledge of existing research practices and theory in the education of the gifted and talented in general and of the defined subgroup in particular. A model project must show a unique relation to the target population; demonstrate awareness and optimal use of available resources on the local, state, regional, or national level; and employ models and strategies that can be generalized by such means as multimedia packages for dissemination and replication. Research and measurement methods that provide for formative and summative evaluation must be applied. It must demonstrate program activities that include workshops, conferences, and contributions and input from parents of target group students and from concerned community organizations.

preschool program: A program designed to provide higher degrees of enrichment and academic experiences to gifted and talented children between the ages of 2 and 5 who demonstrate unusual abilities and talent in one or more of the cognitive, affective, or psychomotor domains.

regions of the US Department of Health, Education, and Welfare: contiguous states arranged in clusters by the US Department of Health, Education, and Welfare (HEW) to form a distinct administrative and cooperative network. Regional offices are staffed by personnel from most of the departments of HEW operating agencies. Their primary role is to service the needs of state and local government in closer proximity than the Washington, D.C. headquarters. Each region is assigned a numerical label for identification and is supervised by a regional office director.

rural program: A program providing educational, cultural, and sociological experiences to those children who are identified as gifted but who reside in sparsely populated areas.

state education agency: Any state operated agency or consortium of state agencies that has entered into a cooperative agreement for carrying out programs or projects for gifted and talented children identified at the preschool, elementary, or secondary level.

teacher training: A program designed to provide teachers, supervisors, and administrators with preservice and inservice training in specific areas of gifted and talented education.

visual and performing arts program: A program designed to provide instruction in basic techniques and opportunity for expression to gifted and talented children who demonstrate skill and potential for talent in dance, painting, drama, singing, or other areas of artistic endeavor and creativity.

Projects Funded by the Office of Gifted and Talented (OGT) FY 1976–77

Regions of the US Department of Health, Education, and Welfare

Region I, Boston

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

J. F. Kennedy Federal Office Building
Government Center
Boston, Massachusetts 02203

Region II, New York

New York, New Jersey, Puerto Rico, Virgin Islands

26 Federal Plaza
New York, New York 10007

Region III, Philadelphia

Delaware, Washington, DC, Maryland, Pennsylvania, Virginia, West Virginia

3535 Market Street
Philadelphia, Pennsylvania 19104

Mailing address:
Assistant Regional Director for Public Affairs
DHEW
P.O. Box 13716
Philadelphia, Pennsylvania 19101

Region IV, Atlanta

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

50 Seventh Street, N.E.
Atlanta, Georgia 30323

Region V, Chicago

Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

300 South Wacker Drive, 35th Floor
Chicago, Illinois 60606

Region VI, Dallas

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

1200 Main Tower Building, 11th Floor
Dallas, Texas 75202

Region VII, Kansas City

Iowa, Kansas, Missouri, Nebraska

601 East 12th Street
Kansas City, Missouri 64106

Region VIII, Denver

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Federal Office Building
19th and Stout Streets
Denver, Colorado 80202

Region IX, San Francisco

Arizona, California, Hawaii, Nevada, Guam, American Samoa

Federal Office Building
50 Fulton Street
San Francisco, California 94102

Region X, Seattle

Alaska, Idaho, Oregon, Washington

Arcade Plaza Building
1319 Second Avenue
Seattle, Washington 98101

Projects Funded by the Office of Gifted and Talented (OGT) FY 1976-77

Location	Project title	Index key*	OGT funding level
ALABAMA Montgomery	Plan of Action for the Gifted and Talented	IV, SEA	$ 62,000
ARIZONA Tucson	Project Synergy	IX, LEA, VP, CD	17,580
CALIFORNIA Los Angeles	National/State Leadership Training Institute on the Gifted and Talented	IX, LTI, T	165,000
Redding	Model Project for Implementing a Program for Gifted and Talented in Rural Schools	IX, M, R	41,461
Sacramento	Development of Teaching Competencies: Gifted and Talented	IX, SEA, T, R	100,000
Sunnyvale	Project LEADER: Leadership Experienced and Developed with Exemplary Results	IX, LEA, L	14,014
COLORADO Denver	Colorado Project for the Gifted and Talented	VIII, SEA	30,000

*I HEW Region One
II HEW Region Two
III HEW Region Three
IV HEW Region Four
V HEW Region Five
VI HEW Region Six
VII HEW Region Seven
VIII HEW Region Eight
IX HEW Region Nine
X HEW Region Ten
C Consortium
CD Culturally Different
GH Gifted/Talented Handicapped
IS Information Services
L Leadership Development
LEA Local Education Agency
LTI Leadership Training Institute
M Mentorship
MP Model Project
P Preschool Program
R Rural Program
SEA State Education Agency
T Teacher Training
VP Visual and Performing Arts Program
CE Career Education

Location	Project title	Index key*	OGT funding level
CONNECTICUT			
Hamden	Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study	I, M, VP, CD	41,650
DISTRICT OF COLUMBIA	Education Policy Fellows for the Gifted and Talented	III, LTI, T, L	89,880
FLORIDA			
Sanford	Mobile Field Lab for Enrichment	IV, LEA	15,240
Tallahassee	Gifted: A Member of the Florida Learning Resources Systems	IV, SEA, T	65,000
GEORGIA			
Atlanta	Statewide Planning and Inservice for Gifted and Talented Personnel	IV, SEA	65,000
Waycross	Gifted and Talented Project for Okefenokee Area Schools	IV, LEA, R	30,000
HAWAII			
Honolulu	Development of State Plan for Gifted and Talented: Pilot Testing of Prototype State Project for a Comprehensive Language Arts and Fine Arts Center	IX, SEA, VP	65,000
IDAHO			
Boise	Statewide Assistance for Gifted Education (SAGE)	X, SEA	65,000
Coeur d'Alene	A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model—Panhandle Child Development Association, Inc.	X, MP, R, GH, P	41,709
ILLINOIS			
Chicago	Local Educational Agency Program for Gifted and Talented	V, LEA	10,071
INDIANA			
Bloomington	Advocacy Center for Talent	V, LEA, M, CD	16,059
IOWA			
Des Moines	Iowa Gifted and Talented Project	VII, SEA	40,000
KANSAS			
Colby	Implementation of Programs for 18 Unified School Districts	VII, LEA, R, M	8,000

Location	Project title	Index key*	OGT funding level
KENTUCKY Frankfort	Kentucky Program for Gifted and Talented Education	IV, SEA, T	65,000
LOUISIANA New Orleans	Project Gifted and Talented in the Arts	VI, LEA, VP	16,433
MAINE Augusta	Statewide Capacity-Building Grant for Gifted and Talented Education	I, SEA, R	25,000
MARYLAND Baltimore	A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland	III, SEA	43,000
Rockville	Systematic School System Support of Alternative Models of Qualitatively Differentiated Instruction for the Gifted and Talented	III, LEA	16,085
MASSACHUSETTS Boston	Student Service Center/Student Advisory Council Project	I, SEA, L	60,000
MINNESOTA Duluth	Identifying and Serving Indian Gifted and Talented	V, LEA, CD	15,911
MISSISSIPPI Jackson	Coordination, Personnel Development, and Model Building	IV, SEA, T	60,000
MISSOURI Jefferson City	Training Institute for Gifted and Talented	VII, SEA, T	20,000
NEBRASKA Lincoln	Nebraska Inservice Model for Teachers of Gifted and Talented	VII, SEA, T	25,000
NEW HAMPSHIRE Portsmouth	Program for Development, Improvement, Implementation of Gifted and Talented Education	I, SEA, VP	16,000

Location	Project title	Index key*	OGT funding level
NEW JERSEY			
Allendale	The Gifted Child Society: A Parent Organization for Education	II, LEA, T	6,021
Trenton	Northeast Exchange: A Multi-state Consortium for the Gifted and Talented	II, SEA, C, T	65,000
NEW YORK			
Albany	Planning and Developing State Education Department Services for the Gifted and Talented	II, SEA	50,000
Bronx	Model Program for Developing Creativity in Science	II, MP, M	41,859
Brooklyn	OPEN GATES: Opportunity for Providing Effective Nurture for Gifted and Talented Elementary Students	II, LEA, CD	19,500
New York City	Graduate Leadership Education Project on the Gifted and Talented	II, LTI, L, T	190,000
New York City	Leadership Program	II, LEA, L	15,993
New York City	Developing a Model Community Based Mentor Program for the Education of the Gifted and Talented	II, MP, M	41,650
NORTH CAROLINA			
Raleigh	Mainstreaming Early Childhood Gifted and Talented, Program Planning and Implementation	IV, SEA, P, T	62,000
NORTH DAKOTA			
Bismarck	Development of Education for Gifted and Talented Students in North Dakota	VIII, SEA	32,000
OHIO			
Athens	A Cooperative, Rural Based Approach to Development of Programs for Gifted and Talented	V, LEA, R	16,060
PENNSYLVANIA			
Harrisburg	Right to Education System for the Gifted and Talented: A Pioneer State Model	III, SEA	36,000
Philadelphia	Identification of Spanish Speaking (Puerto Rican) Gifted	III, LEA, CD	15,464
SOUTH CAROLINA			
Columbia	State Activities for the Gifted and Talented	IV, SEA, T	55,000

Location	Project title	Index key*	OGT funding level
SOUTH DAKOTA Pierre	South Dakota Project for Education of the Gifted and Talented	VIII, SEA	55,000
TEXAS Austin	Texas Regional Leadership Clusters Project	VI, SEA, T	89,000
VIRGINIA Norton	Gifted and Talented Supplemental Project	III, LEA, R	18,320
Reston	Information Services for the Gifted and Talented	III, IS	116,120
WASHINGTON Seattle	Model Preschool Program for Gifted Children	X, MP, P	41,671
Yakima	Developing Leaders through Future Aimed Curriculum	X, LEA, L	11,940
WISCONSIN Madison	Multistate Proposal for Gifted and Talented Students under PL 93-380	V, SEA, C	200,000
WYOMING Cheyenne	GIFTS: Giftedness Inquiry for Teachers and Students	VIII, SEA, CD	55,000

Region I

		OGT funding
A	Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study—Hamden, Connecticut	$ 41,650
B	Program for Development, Improvement, and Implementation of Gifted and Talented Education—Portsmouth, New Hampshire	$ 16,000
C	Statewide Capacity-Building Grant for Gifted and Talented Education—Augusta, Maine	$ 25,000
D	Student Service Center/Student Advisory Council Project—Boston, Massachusetts	$ 60,000
	Total OGT funding for Region I:	$142,650

Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study

Hamden, Connecticut

Funding Source FY 1976-77
OCT: $41,650 (9/1/76-8/31/77)

Project Key. HEW Region I, Mentorship, Visual and Performing Arts, Culturally Different

Project Description. In recognition of the multitude of problems facing the urban student who is potentially gifted, the Center for Theater Techniques in Education and the Independent Study Program of the Hamden-New Haven Cooperative Education Center, two agencies with a long history of providing programs for the gifted and talented in New Haven, Connecticut, have combined their efforts to establish a liaison between the middle school and high school levels. The model project is an early identification system for potentially gifted students. It consists of a talent search of screening for potential talent and a support program that will nurture the ability of the chosen students.

The program will provide opportunities to explore new areas through general creativity and theater arts experiences and to reinforce budding areas of talent. Thus, the program incorporates a complete identification process from the initial phase of screening for potential talent to the subsequent phase of providing experiences that develop talent to demonstrated ability.

At the end of the first year, students who are judged to be exceptional will continue, in the second year of the program, to explore their talent areas and focus on the full development of their abilities. The trainers also counsel the students to make them aware of the alternative programs for the gifted and talented within New Haven at the high school level. The Independent Study Program staff interview and select students who are interested in participating in the program at the tenth grade level. The staff also counsel the students throughout the eighth and ninth grade transitional phase.

Population. In the project's first year, from a population of 176 seventh grade students, 48 were selected. In the second year, 20 of the first year students will be continued, and 24 new seventh grade students will be drawn from a seventh grade population of 200. In the third year, 20 students will be continued from the first and second years, and 24 new seventh graders will be added. The project provides workshops for faculty members who teach in a three house design. These teachers in the second and third years of the program will be serving a student population of approximately 400. Thus the total seventh and eighth grade population will share in some part the work of the program through teacher adaptation of workshop techniques in the central work of the program itself. One of the major objectives of the model project is to provide training in the use of these techniques as well as direct service to students. Therefore, numerous school districts in Connecticut, in the Northeast, and in the nation will be applying the methods through participation in the dissemination-training program.

Location. The project is located at the Jackie Robinson Middle School in New Haven, Connecticut. The city of New Haven, an urban school system with a 70% minority population, has a pupil population of approximately 20,000.

Additional Funding. The Center for Theater Techniques in Education and the Hamden-New Haven Cooperative have contributed in-kind services to the project by assuming a portion of staff salaries and secretarial services and by providing the services of other staff members to assist in the model project.

Administration and Organization. The administrative structure of the project includes the director and staff of the Center for Theater Techniques in Education and the codirector and staff of the Independent Study Program. An administrative assistant and an evaluator work with both sets of staff on the project.

Staffing. The director of the project and the codirector administer their respective program areas and supervise their staff. The administrative assistant is responsible for preparing dissemination materials, offering workshop and training programs for replicators of the model, and assisting in the overall administration of the project. The three program trainers develop the curriculum; work with students, teachers, and parents; and evaluate the students' progress.

The evaluator evaluates the progress of the model and the students.

Relationship to Total Education Program. The model project forms a liaison between two levels of programing for the gifted in New Haven by providing an early identification system to guide high ability middle school students toward high school programs in the performing arts or academic areas. Teachers within the school and the city of New Haven are trained to identify students with potential ability and to integrate activities to nurture these talents into the curriculum. The program trainers meet regularly with the school staff to provide inservice workshops, to discuss student progress in the model project sessions, and to obtain information on the students' classroom activities. Counseling sessions with the student, the school guidance counselor, and the program trainer are also held throughout the year.

Eligibility Requirements and Measurement. The selection process was developed using two techniques in parallel fashion in four categories—creativity, academics, leadership, and physical competence—in order to compare the effectiveness of the technique in selecting gifted and talented students from a culturally diverse background. Equal numbers of boys and girls were selected in each category to eliminate any sex bias that might be operating for the particular area.

In the area of creativity, the Torrance Tests of Creative Thinking, Figural Form A, was administered to the students by the project staff. The results of the test were tallied, and the students' scores were rank ordered by sex from high to low; the top four boys and top four girls were selected for the program. Teachers were asked to nominate the three most creative students in their unit of approximately 100 students. The ratings of the teachers were analyzed by the rank they assigned the student and the frequency with which a student was mentioned. From the teacher nominations, the top boy and top girl from each unit were selected.

In the area of academics, a grade point average was computed on all high achieving students, using the grades from the past school year. The students' grade point averages were rank ordered by sex from the highest to the lowest. Teachers were asked to nominate the three top students in their unit. The teacher nominations were again analyzed by rank and frequency. From the grade point averages, the top four boys and the top four girls were selected for the program. From the teacher nominations, the top boy and top girl from each unit were selected.

In the area of leadership, a peer nomination form was developed, which focused on four clusters of leadership abilities. The form was administered to all seventh grade students and the results tallied according to frequency. Teachers were also asked to nominate the three students who were highest in leadership. The results were analyzed by rank and frequency. From the peer nominations, the top four boys and the top four girls were selected. From the teacher nominations, the top boy and top girl from each unit were selected.

In the area of physical competence, teachers and students were both asked to nominate the best athletes. All nominees were observed by a jury consisting of a physical education person, a project person, and a dance movement person. Each student performed a dance movement exercise developed by the Center for Theater Techniques in Education and two exercises from the American Association for Health, Physical Education, and Recreation *Youth Fitness Test Manual*. The performances were judged on agility, coordination, and explosiveness. From the overall performance ratings, students were rank ordered according to sex from highest to lowest. A rank ordering of students nominated by teachers and peers was compiled according to frequency. From the jury observations, the top four boys and the top four girls were selected. From the combined student and teacher nominations, the top two boys and the top two girls were selected.

Curriculum Description. All selected students participate in a talent exploration program. The objectives of the program are:

1. That a *sense of community* be created among the members of a participating group. This sense of community will appear in the increased ability of the group to act on problems set before it; in the livelier, relaxed manner with which these individuals interact; and, finally, in the willingness to share ideas and/or materials. The by-product of this

atmosphere of community is designed to carry over into the group's normal day to day functions.

2. That each member of the group be introduced to and begin to incorporate into the self, new ways to deepen the powers of *concentration*. That, through practice, the individual will be able to bring forward a state of active readiness without tension or distraction.
3. That each member of the program reawaken his or her own *imagination* and deepen responses to others through interaction. This deepening will appear in each individual's willingness to contribute to such interaction; to explore problems more acutely; and to risk more sensitive self expression in the search for solutions.
4. That each member become more aware of the *physical world* as well as his or her own physical presence. Via these techniques an individual should be enabled to move more expressively, to employ the senses with greater awareness; and to become more conscious of the relationship between self and the environment, including its attributes.

Although the program emphasizes group work, opportunities for specialization in either potential or demonstrated high ability areas are available on an individual basis to all participating students. Resource people from the community as well as from the Center for Theater Techniques act as mentors to provide the one to one interaction that has so often been cited as a significant factor in the development of highly gifted and talented people.

Dissemination. The primary purpose of the project is to provide a model for those who are involved in funded planning or ongoing programs for similar types of students. A training program has been developed to provide assistance in several different ways:

1. An invitational conference consisting of a weeklong intensive training program was offered to 20 educators who are in a position to replicate the model in their community. Ten all expense paid invitations were issued. The agenda consisted of an overview of programs for culturally diverse gifted and talented students in urban settings as well as specific procedures for identifying and providing special services to these students. This was held on October 17-21, 1977, in New Haven, Connecticut.
2. Presentations are made at the major national conferences to expose national audiences to the purpose and objectives of the talent search and the training programs available for replication of the model.
3. Dissemination materials in the form of written publications and media products provide information on the identification process, program activities, and evaluation techniques.
4. The project staff is available for technical assistance to individual districts on a consultant basis to aid adopters with ongoing programs or to those adopters with funded planning grants. An on-site technical assistance and project visitation program is also available to those who are able to come to Connecticut.
5. A Northeast Region and Connecticut training program has been designed for people in states that are close enough to have access to a sequentially designed program. Those interested in participating in the training program are invited to progress through phases that provide a range from exposure level to in-depth understanding of the model. Participants can follow the sequence until they feel their needs have been met.
6. The staff at Jackie Robinson Middle School have designed a New Haven training program, which is available to any New Haven teacher interested in learning the techniques of the program.

Community Involvement. The New Haven area is unusually rich in community resources that are available for the education of the target population. The community involvement in the greater New Haven area is divided into resource organizations which by their nature are committed to student and teacher development; citizen service groups, particularly those representing minority interests; professional institutions offering access to particular skills; and resource persons who make themselves avail-

able because of their professional interests and commitments.

Parent Involvement. It is the philosophy of this project that since parents play an important role in the child's learning, both in and out of school, parental feelings, attitudes, beliefs, and aspirations must be viewed as an integral part of the child's total learning environment. The school must be concerned with the continued learning of parents as well as children, learning that will help parents develop their own interests, abilities, and needs. This will in turn enable them to provide motivation and more meaningful learning experiences for their children at home and in the community.

The population of students in the project is representative of an urban population of a culturally diverse background. Parents have regularly met with staff for determining parental acceptance of the project and assessing the progress of their son or daughter.

Involving parents is a continuing activity within this model so that parents feel comfortable within the school and develop a rapport with the school staff and other parents. So that parents actually share some of the experiences that are provided to their children, the Center for Theater Techniques in Education has developed a meaningful parents' night model for this kind of participation.

Evaluation. The Connecticut Staff Development Cooperative is conducting the evaluation of the program. The evaluation has four components: the Robinson School process evaluation, the Robinson School product evaluation, the dissemination process evaluation, and the dissemination product evaluation.

The Robinson School process evaluation involves teacher interviews and student opinions; the product evaluation employs a facilitator observation checklist, the Torrance figural test, attendance, teacher conduct rating, and individual and group products. The dissemination process evaluation is based on opinions of workshop participants; the product evaluation examines the extent to which techniques are in use in other locations and a literature review.

Pre and post program measurements have been taken and will be analyzed statistically. Evaluation reports will be made annually at the close of each fiscal year and will be available at the Office of Gifted and Talented, US Office of Education.

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Program for Development, Improvement, and Implementation of Gifted and Talented Education

Portsmouth, New Hampshire

Funding Source FY 1976-77
OGT: $16,000 (8/15/76-8/14/77)
Local banks: $300

Project Key. HEW Region I, State Education Agency, Visual and Performing Arts

Project Description. This project is designed for the dissemination of information to all levels of professional staff to raise awareness of the rationale of alternative types of gifted programs. It achieves this through general information sharing sessions conducted by the National/State Leadership Training Institute, through gifted and talented publications, and through programs following the afterschool pattern. Efforts in the first pilot year concern the areas of art, theater, and social studies. An integral part of the project is the parent component, which includes assistance in goal setting for parents and techniques to help parents understand the needs of their gifted children for enrichment and socialization with other gifted and talented people. There are also written plans of action for those parents who want answers to questions dealing with perfectionism, underachievement, and the nature of enrichment for gifted children. Parent meetings and letters are therefore important to the achievement of program goals.

Population. At present, approximately 250 students from nine schools are being served. The schools include two target Title I schools, one school from an economically disadvantaged area, and two air base schools. Students referred are from grades two through six.

Location. The project is located in Portsmouth, New Hampshire, a small coastal city with a population of 23,000. This population is basically from rural and suburban areas.

Administration and Organization. An advisory board oversees the program, with input from teachers and elementary school principals. The special services offices also offer direction. Decisions concerning personnel and curriculum are made by the three project area directors.

Staffing. The number of staff employed is 16.

Job Descriptions. Staff are chosen on the basis of their years of involvement with children and a demonstrable background in creativity applied to education. This major qualification has been a good indicator as to which teachers are able to work well with gifted children. Other qualifications include an emotional bearing that allows the gifted child's ideas to be nurtured. Preference is given to those who demonstrate expertise in one area of creative endeavor (e.g., artists, dancers, etc.).

Activity supervisors direct workshops and devise curricula that stress an experience approach to learning and the building of artistic concepts. They evaluate students' progress toward achieving goals of creative growth within the art workshop area. The supervisors also maintain contact with the parents of children in the workshop for the purpose of discussing areas of growth and concern.

Relationship to Total Education Program. The project interacts with the basic school curriculum by using activities that are initially planned at the schools and taking them a step further (in art, theater, and local history). Also, activities are tied to the school by student presentations in the classroom.

Theater productions are always performed in area schools.

Eligibility Requirements and Measurement. When referring students, teachers use specific criteria established by the project.

Theater. To be eligible for admission, students must demonstrate:

1. Self reliance, a positive attitude, willingness to participate, and motivation.
2. Poise and physical control.
3. A positive response to the challenge of characterization, and perception of character depth (through theater games—Spolin).
4. An understanding of the need for technique and suggestion in theater and a need for close supervision by a leader/director.
5. Motivation and a serious attitude about theatrical work to develop a positive self image about work in theater.
6. The ability to express imaginative thoughts aloud and allow and encourage the development of dialogue concerning imagination.

Art. To be eligible for admission, students must demonstrate:

1. Self reliance, positive attitude, active participation, and motivation.
2. A desire to use art media to describe, express, and interpret.
3. An interest in form, line, texture, and color by a willingness to develop recognition of and participation in these areas.
4. A willingness to experience by trying two or more solutions and by taking these solutions to the logical conclusions.
5. The ability to locate solutions sensitive to social and psychological insights and relationships.
6. The ability to maintain an interest in both detail and impression of the total product as an impartial observer.

Social studies. To be eligible for admission, students must demonstrate:

1. Understanding of how to achieve in social studies projects by incorporating a beginning, a middle, and an end.
2. Precocious use of sources and understanding of unusual sources in local history.

These scales were developed through the art conference and theater faculty connected to the project in phase 1, with input from the advisory board. The project will continue to use teacher and professional evaluation of individual students.

Curriculum Description. The program curriculum is varied. Workshops stress both process and end product in the art, with emphasis on

process. Workshops may explore the creation of musical instruments to be used in student dance productions. Other workshops may provide the students with the opportunity to investigate how art can be considered a language, and different types of theater performances may be workshop subject matter.

Dissemination. The project supplies information to Social Studies and New Hampshire Education Association magazines. University publications also use material from the project. Dissemination to other local education agencies takes the form of a year-end report for distribution. Preparation of a short guide to gifted programs in the state is planned.

Parent Involvement. Parent involvement is very active. Programs are initially discussed with parents during group meetings, and input is given into curriculum at this time. Followup phone conversations and a final parent meeting are incorporated into the total plan. Parents also function as volunteers for project activities.

Community Involvement. Volunteer time and curriculum development have been provided by the Strawberry Bank Restoration Project and the Portsmouth Public Library. Encouragement and assistance are also given by Theater by the Sea and Project TRY at the University of New Hampshire.

Inservice Evaluation and Results. Inservice evaluation for this project has as its objective the evaluation of the following areas:

1. Appropriateness of workshops and choice of personnel.
2. Efficient use of energies.
3. Maximum use of trained professionals, volunteers, and university staff.
4. Quality workshops and teaching.

Evaluation is undertaken twice yearly.

Future. The local advisory board is taking as its mission the process of insuring continued involvement of Portsmouth schools in the area of gifted and talented by preparing inschool gifted projects in eight areas: music, science, art, theater, creative writing, social studies, mentorships, and math logic.

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Statewide Capacity-Building Grant for Gifted and Talented Education

Augusta, Maine

Funding Source FY 1976-77
OGT: $25,000 (8/15/76-8/14/77)

Project Key. HEW Region I, State Education Agency, Rural

Project Description. The goal for the project has been to build a capacity within the State Department of Education for service, leadership, and assistance relating to the education of the gifted and talented in Maine. Prior to this year there were no gifted programs in any Maine schools.

The first objective of the project in meeting this goal was to hire a consultant for the state to coordinate and facilitate the project. A George Washington University Educational Policy Leadership Fellow was selected for the position. The consultant has accomplished a variety of objectives.

First, the consultant created a nucleus of the Gifted and Talented Resource Center within the State Department of Education. Resources have been organized into thematic learning kits, which are lent to schools upon request. Each request is followed up by a workshop conducted by the consultant. Themes for the learning kit include the following:

1. An overview of the subject.
2. Identification.
3. Creativity.
4. Program models for elementary schools.
5. Program models for secondary schools.

The Resource Center is also coordinated with the center established in the special education division so that gifted and talented resources may be plugged into the existing structure and made more accessible to teachers in the state.

Second, the consultant has offered staff development through preservice and inservice workshops with schools. These workshops have served as a vehicle to introduce the consultant and the consultant's services to the educators in the state. The option is available for the schools to request more in-depth inservice through recertification courses. Teachers in the state are required to take six recertification credits every five years in order to maintain their teaching status. The consultant has offered or is scheduled to offer eight recertification courses around the state. The course is offered for one or two credits and meets four times for two hours. Upon completion of the course, the teachers are expected to develop a written plan for their classroom.

The consultant has worked closely with the state university system. Last year, no courses were offered on any of the eight campuses of the state university. This year, introductory courses are being offered on four of these campuses.

Third, the consultant was responsible for budgeting $7,000 in mini grants to local education agencies around the state. Local districts submitted 48 applications to begin projects for gifted and talented students. The office has funded 15 projects, with a maximum of $600 for any given project. This policy was decided for several reasons:

1. To develop grassroots support.
2. To begin small and allow schools to become familiar and comfortable with methods of working with gifted children and to have the flexibility to experiment with their projects.
3. To encourage the likelihood of local funding due to the small amount of money necessary for continuation and replication.

The grants, judged by a subcommittee of the Gifted and Talented Advisory Board, were selected on the following criteria:

1. A clear indication that the applicant understands the concepts of gifted and talented education.
2. An indication that the applicant has used local resources and evidence of demonstrated support from the school.
3. Evidence that the program could be replicated in other schools.

Fourth, the consultant has integrated gifted and talented education into the various divisions within the Department of Education.

Population. In the first year of funding, the direct beneficiaries of the program were the teachers and other interested educators in the state. The project will directly serve gifted and talented students through the mini grant projects.

Location. The consultant has worked with schools all over the state of Maine. The state is large, rural, and sparsely populated. There is limited access to resource materials for most of the teachers in the state.

Administration and Organization. The consultant for gifted and talented education is a part of the Division of Special Education in the Department of Education and Cultural Services in the state of Maine.

The director of special education is the project director, who supervises the activities of the consultant and acts as liaison with administrative staff. The consultant is given direction by the Gifted and Talented Advisory Board in monthly meetings and consults with staff and determines policy with their assistance. Major direction is given by the state consultant under the guidance of the aforementioned groups.

Staffing. One full time staff member is employed.

Job Descriptions. The consultant for gifted and talented education works in the Division of Special Education, State Department of Education. The consultant provides services to local education agencies for capacity building activities throughout the state.

Relationship to Total Education Program. The consultant works in the Division of Special Education under the supervision of the director. The consultant also works with Teacher Education and Field Placement, the Youth Advocacy Project, the Bilingual Education Project, and other state education agencies.

Dissemination. As a part of the Resource Center, the state is creating a mailing list of people concerned about gifted and talented education. Presently, a statewide list is used, which includes all superintendents and principals of both private and public schools.

Parent Involvement. The consultant has been contacted by many parents from around the state who have inquired about the individual needs of their children. There are two parents of gifted children on the state Gifted and Talented Advisory Board.

Inservice Evaluation and Results. At the end of the project year, an informational survey was conducted to document progress and problems since the time of the first survey conducted two years ago. The project charted the progress of the newly established programs for gifted and talented children, and the grantees documented ongoing evaluations of their projects. Qualitative criteria include ongoing assessment by members of the state Gifted and Talented Team and the Department of Education staff and feedback solicited from superintendents and other local education agency and institutional representatives.

Future. The department, having accepted the capacity building grant, will try to continue to develop and encourage programs for gifted children. Now that interest has been demonstrated from the local education agencies, there is an essential need for state support for this activity.

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Student Service Center/Student Advisory Council Project
Boston, Massachusetts

Funding Source FY 1976-77
OGT: $60,000 (8/15/76-8/14/77)
State funding: $50,000-$75,000

Project Key. HEW Region I, State Education Agency, Leadership Development

Project Description. The Student Service Center/Student Advisory Council Project is administered by the Massachusetts Department of Education, Bureau of Student Services. The state of Massachusetts has established by law a statewide student advisory council system, the first of its kind in the nation. These councils provide an opportunity to increase the involvement of youth, both directly and indirectly, in their own educational process. There are 11 councils that work on educational concerns in their respective regions. These councils elect a single group to address statewide concerns. The state council elects one student from among its members to sit as a full voting member of the Massachusetts State Board of Education.

The project serves as a model for full participation by students in the decision making process. Students gifted in the area of leadership skills are provided a forum to increase their understanding of the political system and to hone and develop their talents and skills in depth.

Each regional council is supported by a student service center. The student service centers are staffed by both paid and volunteer student members. The center staff conduct research, synthesize data, and prepare information packets on issues before the councils. In addition, the student service centers serve as a referral agency and resource to students, teachers, and the public at large on questions relating to education.

Population. The student advisory councils are composed of students from each public secondary school in the state as well as many representatives from private and parochial schools. The project seeks to recruit and train students to serve effectively as council members and to encourage participation by students from diverse geographic and ethnic backgrounds.

Locations. The project is housed in the six regional education centers of the Massachusetts Department of Education as well as in the administrative offices in downtown Boston.

Administration and Organization. The project seeks to provide maximum student autonomy in directing its goals. Each regional council elects its own officers and establishes a procedure for management of its internal affairs. An adult advisor to the council serves as resource and facilitator. The regional staff advisors meet regularly to coordinate efforts with the staff advisor to the state council and the student member of the board.

Staffing. The staff consists of 7 full time employees and 20 to 25 students.

Job Descriptions. Adult staff serve as resources and facilitators to the regional student advisory council and develop and facilitate communication between the Student Advisory Council/ Student Service Center and other educational and social service related organizations in the region for the purpose of encouraging and developing student involvement in educational policy making.

Student staff answer requests for information and referrals, research and prepare information packets on issues before the advisory councils, and organize a statewide speakers bureau on specific educational issues.

Relationship to Total Education Program. This statewide program has attracted much interest and support from other divisions within the Department of Education. Students serve on official task forces within the department in a variety of areas: Some students are collaborating in an effort to determine minimum standards for high school graduation; others are working on the selection of proposals to be funded under ESEA Title IV and other state and federally funded program areas.

Advisory councils with full student participation include teacher certification, occupational education, and the Massachusetts statewide educational assessment program.

The Board of Education has determined that the existing student service center concept should be used as a model for a citizen resource center—a new board priority.

Eligibility. This project is unique in that it relies on a single criterion for selection, that of peer (including self) nomination. Students campaign in their local schools; schoolwide elections are held each March for this important representative office.

Curriculum Description. The project has provided a legitimate, recognized forum for student discussion of the full gamut of educational issues; the students select and grapple with many serious concerns. Students frequently testify on bills before the state legislature, while others sit on task forces dealing with matters such as student records regulations and race and sex discrimination in schools. The curriculum is open ended and student determined.

Dissemination. A videotape of the summer training program for students has been produced. Student council members have undertaken a vigorous dissemination effort: Election notices appear in major newspapers and community bulletins; local radio stations have interviewed student representatives; and students from the state council have participated in a televised press conference and special local television programs.

Community Involvement. Recognized as a legitimate, statewide voice for students, the councils are approached by many organizations looking for an opportunity to tap student opinion and concerns.

In Boston, students have become an important force in implementing the court ordered school desegregation plan by working with the parent multiethnic-multiracial councils and the citywide education coalition.

Evaluation. The project has received praise for its accomplishments to date and strong indications of continued support among all groups: council students, school committee members, and school administrators. Interviews, observations, and closed questionnaires have been the major evaluation tools used by the project to date. Specific instruments have been designed for this purpose both by staff and by a third party, outside evaluator.

Future. The project seeks to extend its support network. There are plans to build in opportunities for students to receive academic credit for participation in many of the project's activities. There is a vigorous effort under way to attract additional students of minority backgrounds and to help them develop their leadership skills and expose them to opportunities for educational change within the existing political system. The project is anxious to share its experiences with other states in hopes of replicating this model nationally.

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Region II

		OGT funding
A	Developing a Model Community Based Mentor Program for the Education of the Gifted and Talented—New York, New York	$ 41,650
B	The Gifted Child Society: A Parent Organization for Education—Allendale, New Jersey	$ 6,021
C	Graduate Leadership Education Project on the Gifted and Talented—New York, New York	$190,000
D	Leadership Program—New York, New York	$ 15,993
E	Model Program for Developing Creativity in Science—Bronx, New York	$ 41,859
F	Northeast Exchange: A Multistate Consortium for the Gifted and Talented—Trenton, New Jersey	$ 65,000
G	OPEN GATES: Opportunity for Providing Effective Nurture for Gifted and Talented Elementary Students—Brooklyn, New York	$ 19,500
H	Planning and Developing State Education Department Services for the Gifted and Talented—Albany, New York	$ 50,000
	Total OGT funding for Region II:	$430,023

Developing a Model Community Based Mentor Program for the Education of the Gifted and Talented

New York, New York

Funding Source FY 1976-77

The National Commission on Resources for Youth receives federal funding from a variety of sources, including the grant from the Office of Gifted and Talented for $41,650. The grant from OGT supports only part of the activities described below.

Project Key. HEW Region II, Model Project, Mentorship

Project Description. The National Commission on Resources for Youth believes that young people need to participate in the larger community; they need to test themselves in responsible roles, working not only with their peers but also with adults in a wide variety of creative and productive activities. One way students can experience this involvement is through placement with a mentor in the community whose skills and occupation, or avocation, respond to the needs and interest of the learner and who is comfortable sharing a part of his or her world with a young person.

The major objective of the National Commission on Resources for Youth is to help school systems develop high quality, community based mentor programs for the education of gifted and talented young people. Its strategy has been (a) to identify successful mentorship programs in schools that are in a position to serve gifted and talented students, and (b) to identify gifted and talented programs that could incorporate a mentorship component. By offering technical assistance to these programs, the commission plans to establish a group of models that can serve for training teachers from other schools in how to initiate and conduct similar programs for gifted children.

The model programs have been selected from three regions of the country: the West, the Midwest, and the Northeast. There are 12 model projects in all, representing a wide variety of geographic regions (big cities, suburban areas, and rural areas) as well as varied populations, both the poor and the affluent. They also demonstrate a range of possible mentor programs, including:

1. A regional program in the creative arts.
2. A law institute in an experimental high school, which offers internships with judges and lawyers.
3. A nature center, outside the school system, offering a fully accredited program with volunteer mentors from a variety of professions.
4. A nonprofit job counseling agency, which has developed a program for gifted students who are assigned mentorships in business, industry, the arts, education, and civic affairs.
5. The youth division of a volunteer bureau that has contracts with schools and school systems to provide work experiences as supplements or alternatives to the usual curriculum.

Workshops have been held in all three regions to introduce the models to interested teachers and administrators. Out of these workshops, materials useful for dissemination and training are being developed. As a followup to the workshops, the commission has arranged visits to the model gifted and talented mentor programs for those who express interest.

Population. Approximately 746 students have been directly served by the model projects operating in the three regions. The commission estimates that an additional 2,655 students have been involved in projects developed by other schools that have been influenced by the model programs.

Administration and Organization. The director of The National Commission on Resources for Youth makes actual policy decisions and has fiscal control of the program. The project director is responsible for overall operation of the program, for the coordination of commission associates (consultants) who are based in the three regions where the projects are located, for developing dissemination and training materials, and for reporting on the project to the federal government. The project director reports to the director of the National Commission on Resources for Youth.

The commission associates are responsible for locating model projects, providing onsite technical assistance to those projects, organizing workshops in each region to introduce models to interested teachers and administra-

tors, and working in cooperation with state specialists in gifted and talented education to make the models known throughout the region.

The directors of the model projects report to the school system or youth agency in which they are based. In return for technical assistance from the National Commission on Resources for Youth, they make themselves available for workshops and permit the commission to arrange site visits to the projects for those who express interest.

Staffing. In addition to the director of the National Commission on Resources for Youth and the project director, there are four commission associates in the field. Five other staff in the commission central office provide supporting services for the six staff directly involved.

Relationship to Total Education Program. The National Commission on Resources for Youth associates in each region work in cooperation with the state consultants for education of the gifted and talented. In addition, all the associates are either employed by or serve as consultants to education agencies or school systems within their state. All the associates have long established links with a number of school systems, both with teachers and administrators. The model projects, for the most part, are based in public schools or in youth serving agencies in cooperation with local school systems.

Eligibility Requirements and Measurement. All the model projects either are directed solely at serving gifted and talented youngsters or include a substantial proportion of gifted and talented. The criteria and standards used for identifying them are those that are acceptable at the local, regional, or state level in each of the three regions. In all cases, the National Commission on Resources for Youth has verified that all or most of the youngsters in the projects qualify for gifted and talented status by virtue of at least two criteria regularly employed by the state or locale of given projects.

Dissemination. Model projects have been introduced to interested teachers and administrators at the regional workshops. The National Commission on Resources for Youth associates have established relationships with state consultants on programs for the gifted and talented. As a followup to the workshops, the commission has arranged visits to the model gifted and talented mentor projects and is developing materials useful for dissemination and training.

Parent Involvement. Since each model project has independently developed its own programs, parent involvement varies from project to project. Many of the projects involve the parents who, with their business, social, and other connections in the communities, have been particularly helpful in locating suitable mentors for a variety of student interests.

Community Involvement. The cooperation of the local community is essential for maintaining a successful mentorship program. The source of interest and support varies from project to project. For example, in Connecticut and Minnesota, the art community—professional artists of all kinds—has been helpful in developing successful mentorship experiences for talented youngsters in drama, music, and the visual arts. In San Francisco, a nonprofit job counseling agency has developed a mentorship program calling on the cooperation of a wide range of businesses, industry, education, and civic organizations.

Evaluation and Results. Formal evaluation procedures have not been developed and implemented due to limited funding.

Future. The National Commission on Resources for Youth has applied for a second year's funding. If funding is approved, the National Commission plans to add two new regions to the dissemination project. The areas will probably be in the South, particularly in Appalachia, and in the Southwest, Texas and Arizona. These new areas will be used to field test training materials developed during the first year.

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The Gifted Child Society: A Parent Organization for Education

Allendale, New Jersey

Funding Source FY 1976-77
OGT: $6,021 (8/15/76-8/14/77)

Project Key. HEW Region II, Local Education Agency, Teacher Training

Project Description. The project has several components:

1. To serve as a satellite Saturday Workshop program for gifted and talented students, particularly in older age groups, using the facilities of Northern Highlands Regional High School and modeled after the Saturday Workshop in Ridgewood High School.
2. To provide technical assistance to local education agencies on a matching fund basis.
3. To provide educator training by offering two courses twice a year on the education of the gifted and talented for educators. The primary focus of these courses is plan writing for individuals or teams from local education agencies. A one day demonstration workshop for educators, using the Saturday Workshop as model, will take place during the second half of the grant period.
4. To provide scholarship aid for culturally different and/or economically disadvantaged gifted and talented students, and to provide materials and activities for parents.

The satellite program at Northern Highlands Regional High School serves 62 students and will serve about 100 students during the second half of the grant period.

Population. There are about 60,000 gifted and talented students in New Jersey. The technical assistance component should reach about 20 school districts and their gifted and talented students. The two courses for educators will result in written programs for about 2,000 gifted and talented students to be implemented by the fall of 1977. The courses for educators during the second half of the grant period should reach an equal number of gifted and talented students. A one day demonstration workshop for educators will reach about 150 educators and their gifted and talented students in the fall. A parent conference on May 5th reached 350 parents and will be repeated in the fall.

Location. The satellite Saturday Workshop and courses for educators are located at Northern Highlands Regional High School in Allendale, New Jersey. The technical assistance is rendered at the local education agencies' locations. The one day demonstration workshop is held in Ridgewood, and the parent conference is held in Emerson, New Jersey.

Administration and Organization. All grant activities are conducted by the project director. Outside consultants are brought in for some technical assistance activities. All finances are handled by the Northern Highlands Board of Education as sponsoring local education agency.

Staffing. One full time staff member is employed.

Job Description. The director handles the administration and supervision of the satellite Saturday Workshop, handles the organization and presentation of technical assistance on a matching fund basis (sometimes with supporting outside consultants), teaches two plan writing courses for educators, organizes and plans the one day demonstration workshops for educators, organizes parent conferences with cooperation of the cosponsoring local education agency, and updates and improves the information packet for parents and educators, all with the help of members of the Gifted Child Society.

Relationship to Total Education Program. Project activities are separate from the sponsoring local education agency but enjoy 100% cooperation where desirable.

Eligibility Requirements and Measurement. In order to participate in the Saturday Workshop program, a student must qualify in at least three of the five categories below:

1. General mental ability: a minimum IQ of 120 or 92nd percentile on standardized test of mental ability.
2. Academic achievement: a minimum of two years above grade level on standardized battery of achievement tests.
3. Social/emotional maturity: readiness to benefit without undue stress from a program for highly able learners.
4. Cultural considerations: those factors that tend to invalidate standardized testing.

5. Professional recommendation: information on the special learning needs of the gifted/talented student.

Curriculum Description. Courses are designed to make maximum use of the outstanding facilities at Northern Highlands Regional High School as they relate to the special learning needs of gifted and talented students. Also, courses are designed in response to student requests. Some examples of courses offered are Computer Technology, The Reading Laboratory, What's Up? (space science), and TV Workshop.

Dissemination. Grant activities are publicized in the four publications for educators in New Jersey: *New Jersey Education Association Journal* (teachers), *School Board Leader* (Board of Education), *Update* (New Jersey State Education Department), and *Administrative Quarterly* (school administrators), and in the newsletter of the Gifted Child Society.

Parent Involvement. The Gifted Child Society is a parent organization, and parents are involved in all its activities except the teaching of the Saturday Workshop classes and the office of the president. Parents who are educators observe classes, evaluate teachers, design curriculum, and sometimes teach classes for which they are qualified. Parents who are experts in their field conduct parent discussion groups. A parent who is a school librarian is responsible for the circulating library. A parent in the catering business supplies lunch for the one day demonstration workshop. Parents with organizational talents help with both parent and educator conferences.

Community Involvement. Community resources are used in the form of people, places, and things. A nearby hospital and its staff were used to offer a class called In-Hospital Experience. As a parent organization, the sponsoring local education agency is also a community resource.

Inservice Evaluation and Results. Saturday Workshop classes are evaluated by an observation committee consisting of parents who are educators. Students designed their own evaluation form and made recommendations to the executive board. The technical assistance component is evaluated both by participants and by the administrator responsible for the activity. The course for educators, the parent conference, and the one day demonstration workshop are evaluated by all participants. All evaluations are being interpreted by students in the computer classes.

There are 160 students, including 10 who are culturally different or economically disadvantaged, who take one or two courses at the satellite Saturday Workshop. The technical assistance component will raise the level of awareness of several thousand New Jersey educators. The courses for educators will result directly in 4,000 gifted and talented students receiving appropriate programs. The one day demonstration workshop will bring new knowledge to 150 educators, and the two parent conferences will bring better understanding to 700 parents. Updated information packets will help many parents and educators of gifted and talented children.

Future. The Gifted Child Society plans to continue the satellite Saturday Workshop at Northern Highlands Regional High School and hopes that the membership of the Gifted Child Society will continue its effort to help culturally different and/or socioeconomically disadvantaged students. It remains to be seen whether local education agencies will continue to request technical assistance without matching federal assistance. Courses for educators and one day demonstration workshops will continue. As a 20 year old parent organization, the Gifted Child Society will continue to promote parental support of education for gifted and talented students on a national basis and will continue to update and improve information packets.

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Graduate Leadership Education Project on the Gifted and Talented

New York, New York

Funding Source FY 1976-77
OGT: $190,000 (7/1/76-6/30/77)
Local teachers college: $12,750 (FY 1978)

Project Key. HEW Region II, Leadership Training Institute, Leadership Development, Teacher Training

Project Description. The Graduate Leadership Education Project is designed to train leaders for careers in administration, research, teacher education, and curriculum innovation in the area of gifted and talented education. The objective of the project is to support graduate education leading to advanced degrees (both at the master's and doctoral level) for those demonstrating greatest promise and interest in eventually filling leadership roles in educating the nation's gifted and talented youth.

Population. The project serves a population on a national scale consisting of graduate students with experience (minimum two years for doctoral level candidates) in the area of gifted and talented education. All major agencies, organizations, parent groups, community groups, and national, regional, state and local bodies with an interest in gifted and talented education were apprised of the project in an effort to extend the opportunity afforded by this project to as large an audience as possible within the United States and Trust Territories.

Location. The project is coordinated at Teachers College, Columbia University, New York. Cooperating institutions include The University of Connecticut, Storrs; The University of Georgia, Athens; The University of Kansas, Lawrence; Purdue University, Lafayette, Indiana; The University of Virginia, Charlottesville; and The University of South Florida, Tampa.

Administration and Organization. The project director is Dr. Abraham J. Tannenbaum, and the associate project director is Dr. A. Harry Passow. Ms. Elizabeth Neuman functions as senior project associate and Ms. Marva Harrison as project assistant (part time). The Graduate Leadership Education Project on the Gifted and Talented is located in Thorndike Hall, Rooms 528, 528H, and 528I, at Teachers College. Coordination of the program is undertaken from this location, and contact is maintained through a project representative at each of the cooperating institutions.

Staffing. The number of staff employed is four: one at 100% time; two at 50% time; and one at 20% time.

Job Descriptions. The project director, Dr. Abraham J. Tannenbaum, is responsible for planning and implementing the Graduate Leadership Education Project, especially with respect to the development of a methodology for locating, educating, and evaluating potential leaders in the field. His role includes conceptualizing the overall design of advanced training for the fellows, the location and establishment of training resources throughout the country, and the encouragement of the fellows' professional productivity and visibility. He is also responsible for designing the instrumentation for a nationwide search for leadership potential and maintaining close contact with the fellows selected. In addition, he formulates plans for the cross fertilization of ideas among the fellows and among personnel in local leadership roles to add to the knowledge base concerning gifted and talented children. Finally, he directs the training institutes for college faculties interested in designing teacher education programs in this specialized field.

The major contribution of the associate project director, Dr. Harry Passow, is in helping plan and direct the programmatic aspects of the Graduate Leadership Education Project. In addition, Dr. Passow will assist in designing a program evaluation model.

The project administrative coordinator, Elizabeth Neuman, is responsible for the day to day management of the Graduate Leadership Education Project. This includes overseeing the entire selection procedure of fellowship applicants, creating nationwide interest for the program, handling inquiries from individuals, and preparing materials for selection review. Following selection, the project administrative coordinator is responsible for monitoring the fellows' progress in all areas, including cooperating with university representatives on selection of advanced practicum sites, and for general advisement of fellows.

The work scope of the project administrative coordinator calls for extensive experience at both the national and local levels in gifted and talented education and an in-depth knowledge of the research in this field of inquiry. Further, the project administrative coordinator's duties include the development and dissemination of materials pertaining to the project and the edit-

ing of fellows' papers for distribution in publication form. In addition, management of many of the subprojects such as the university faculty institute and the summer institute is an inherent responsibility of this position.

The project administrative intern, Marva Harrison, assists in administering all phases of the project and is responsible for building a project resource collection of published and fugitive program material on the gifted and talented. Her tasks include participating in planning sessions and cooperating with project staff and graduate fellows in research and program development. In addition, she has assumed major responsibility for typing correspondence and professional reports, relaying telephone messages, and keeping project files in order.

Relationship to Total Education Program. The Graduate Leadership Education Project is based in the Department of Special Education, Teachers College, Columbia University, and forms an integral part of the existing gifted programing for graduate students in the special education of the gifted and talented. Dr. Tannenbaum, the project director, is also currently Professor of Gifted Education at Teachers College.

Eligibility Requirements and Measurement. Fellowship applicants are evaluated by an independent panel of judges on the basis of six criteria:

1. Academic record and potential.
2. Field experience and performance.
3. Assessment of scholarly and professional promise.
4. Productivity.
5. Nonacademic attributes.
6. Career objectives.

Curriculum Description. Each of the participating institutions provides graduate level instruction in the area of gifted and talented education.

Dissemination. Products prepared by the fellows and presented at the summer institute, to be held annually at Teachers College, will be published and distributed to major gifted and talented agencies and institutions throughout the country. In addition, a newsletter from the Graduate Leadership Education Project is being prepared.

Parent Involvement. Those parents eligible to attend are involved in the project through participation in the summer institute.

Community Involvement. Community involvement is employed through the medium of the summer institute. An exhibit was mounted of materials produced by gifted and talented pupils in the New York area at the annual summer institute, and materials from local resources were also on display.

Inservice Evaluation and Results. Two inservice courses were held during fiscal year 1977: the University Faculty Institute at the University of Nevada, Las Vegas, from March 14-18, 1977, and the National Summer Training Institute on Gifted and Talented at Teachers College, New York, from June 20 to July 1, 1977. Evaluation of the summer institute was made available in late July, and a final evaluation of the University Faculty Institute in Las Vegas was made available in early fall 1977 when all products prepared by the 15 participating university faculties were finalized and submitted for review.

Future. The second wave of fellows for this program was selected on June 10, 1977, at which point the Graduate Leadership Education Project hopes to have approximately 20 fellows supported by the project. Two university faculty institutes are envisioned for fiscal year 1978, and a second national summer institute is scheduled for the summer of 1978.

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Leadership Program
New York, New York

Funding Source FY 1976-77
OGT: $15,993 (8/15/76-8/14/77)

Project Key. HEW Region II, Local Education Agency, Leadership Development

Project Description. The general goal of the project is the identification and development of leadership abilities in intermediate and junior high school students. The objectives are:

1. The identification of approximately 120 students attending the intermediate and junior high schools within Community School District 3 who have demonstrated leadership ability; there will be a marked emphasis on identifying both minority and bilingual pupils from poverty backgrounds.
2. The implementation of a program that provides differentiated educational services related to the individual interests of the project participants.
3. The development and implementation of inservice activities for administrators, pedagogues, and paraprofessionals that relate to the identification and education of pupils with leadership ability.
4. The integration of differentiated educational services for pupils with demonstrated leadership abilities into the regular school program.
5. The identification and implementation of community based activities for parents and concerned citizens that relate to the identification and education of pupils with leadership ability.

Population. Approximately 120 students, from two intermediate schools and two junior high schools, are involved in the program.

Location. District 3 extends from 59th Street to West 110th Street on the West Side of Manhattan, and from West 110th Street to West 124th Street in Central Harlem. There are 285,330 residents within the geographical region. More than 87% of pupils in the 23 schools are from minority groups.

The program operates primarily at the district's four intermediate level schools: Intermediate School 44, 100 West 77th Street; Intermediate School 88, 213 West 114th Street; Junior High School 54, 103 West 107th Street; and Junior High School 118, 154 West 93rd Street.

Additional Funding. Community School District 3 contributes in-kind services: director, office supplies and equipment, telephone, duplicating, postage, and so forth.

Administration and Organization. Each school has an organization that meets its individual needs and at the same time carries out the objectives of the program.

The principals have supervisory responsibilities for daily operations at each site and in turn report to the director of funded programs. The director represents the superintendent regarding all funded programs and is also responsible for fiscal management at the project. The project coordinator is also an assistant in the Office of Funded Programs.

Staffing. There are four regular teachers, one at each site, who work after school hours in activities such as community and cultural events, visiting legislators, and instituting club programs. Four paraprofessionals assist the teachers, and consultants provide technical assistance to the regular staff through inservice training.

Relationship to Total Education Program. The regular education staff is given the opportunity to attend all inservice training and is kept continually informed regarding project activities. Students who participate in the special programs are encouraged to report to classmates and to relate their classroom assignments to their special program activities. Gifted students also have the opportunity to act as unit resource persons to their classmates.

Eligibility Requirements and Measurement. All students displaying demonstrated leadership ability are eligible. Students may be recommended by teachers, peers, administrators, guidance counselors, or community persons. Criteria of selection are based on school and class records and recommendations, with a consideration of such characteristics as:

1. Shows evidence of high moral standards.
2. Eschews conformity in favor of being open minded.
3. Gathers information and makes up own mind on issues.
4. Takes less interest in self centered concerns and more interest in community, national, and global issues, such as ecology, government, and world peace.
5. Develops values that stress independence.

6. Shows ability to make judgments based on logic.
7. Demonstrates ability to direct and organize peers in various activities.
8. Earns the marked respect of peers.
9. Relates positively to adults in various circumstances.
10. Values the product of an endeavor rather than merely the recognition for participating in its development.

Curriculum Description. The program provides differentiated educational services related to the individual interests of the project participants. Students can select from a wide range of activities, such as:

1. Attending legislative hearings and public meetings of local officials. Students may choose to meet with local legislators to observe the development of bills and the changes they undergo as they pass through the approval process.
2. Participating in cultural events such as attending rehearsals and actual performances, learning about backstage activities from local artists, and working with nonprofit organizations such as the opera guild.
3. Working with neighborhood action groups such as groups for environmental protection, voter registration, and the preservation of historical sites.

The activities emphasize the development of both the affective and cognitive domains.

The project staff is developing a manual for selection procedures and identification of pupils with leadership ability.

Dissemination. This manual and other information concerning the project will be disseminated.

Community Involvement. There are provisions for implementation of community involvement with all interested concerned citizens and citizen groups. These groups are represented on the District Funded Programs Advisory Committee.

Evaluation and Results. The program is evaluated using an evaluation design of standardized tests, in-house developed checklists and inventories, and administrator and teacher observations to determine improved academic achievement of the participants and improved orientation toward school.

Future. The objectives and their activities are structured to allow replicability at low cost in future years.

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Model Program for Developing Creativity in Science

Bronx, New York

Funding Source FY 1976-77
OGT $41,859 (9/1/76-8/31/77)

Project Key. HEW Region II, Model Project, Mentorship

Project Description. The objectives of the project are to identify gifted high school students who are motivated in the biological sciences; to develop their creativity; and to have them carry out independent research in the biological sciences. These objectives are fulfilled by a program beginning in the ninth year, proceeding into the tenth year, and culminating in the eleventh year. This program includes:

1. A ninth year specialized laboratory oriented course stressing the tools, techniques, and strategies of the biologist.
2. A tenth year research biology honors course with students selected from the ninth year course. Activities include enriched laboratory experiences stressing problem recognition, experimental design, and specialized methods and techniques of research. Teaching strategies stress the Socratic method and practical and logical approaches to problem solving.
3. In the eleventh year, students are selected from the tenth year group. These students work independently on a specific research problem that they have identified and refined

in the tenth year. This work is carried out in a project resource room. These students are guided by biology teachers trained in special techniques as well as by research scientists from universities and research centers in the community.

The major outcome of this program is the completion of independent research problems by 50 to 100 students, each of whom has written a scientific paper describing his or her work. The best of these papers are published in the departmental annual, *The Journal of Biology*.

Population. The population consists of approximately 700 students in grade nine, 100 in grade ten, and 75 in grade eleven, all of whom have been identified as gifted and motivated in science. The total school population is approximately 3,300 students.

Location. The school is located in the Bronx; however, students may reside in any of the five boroughs of New York City.

Additional Funding. The federal government funds one full time staff position and the dissemination of the program. The program has been developed over the last six to eight years by many teachers in the Biology Department and is supported primarily by the New York City Board of Education.

Administration and Organization. There are two aspects to this project. First was the development of the program itself. This took place over several years and involved a number of teachers under the leadership of Milton Kopelman, department chairperson. Since some of the decisions made in planning sessions between the teachers and the chairperson affected school curriculum, the principal, Dr. Alexander Taffel, had to make the final decision to implement various aspects of this program.

Second, the model project director, Vincent G. Galasso has the major responsibility for disseminating the program. Decisions regarding dissemination, however, usually involve input from several teachers and Mr. Kopelman.

Staffing. The project employs one full time and one part time (80 days per year) staff member.

Job Descriptions. One full time teaching position has been divided among several teachers in the department. The major part of this time has been given to the project director. His responsibilities are twofold: (a) to gather and organize the curriculum materials needed for another school to replicate this program, which amounts to some 200 pages of printed material; (b) to disseminate the program to as many schools as possible.

Three other teachers have been allotted several periods per week to help organize the curriculum material.

The part time position has been used to help in putting together and developing the curriculum material, to type this material, and to cover the classes of teachers in the program when they are attending meetings. The person presently holding this position is a fully certified teacher who has the interest and ability to work on curriculum materials and who can, if necessary, step into the classroom for one of the other teachers in the program.

The following qualities were ranked as important in determining which teachers should be selected for the program:

1. Open, flexible, capable of dealing with close and less formal student contact inherent in this type of program.
2. Familiar with research procedures.
3. Capable of critiquing student research papers.
4. Capable of analyzing student records and standardized test scores.
5. Capable of identifying underachievers who might benefit from this type of program.

Relationship to Total Education Program. All entering ninth year students participate in the first segment of the program. Those who show ability to do laboratory work, have demonstrated problem solving ability, and express interest in continuing in biology are placed in the tenth year portion of the program. From that group, the students who show scholastic excellence, originality in problem solving, a desire to pursue a laboratory question to its conclusion, and the ability to work independently in the laboratory are given the opportunity to participate in the eleventh year part of the program. Students participating in the program attend special classes for the biology component of the

school's curriculum. They attend other classes with the rest of the school's population.

Eligibility Requirements and Measurement. The Bronx High School of Science is a specialized high school for gifted students. Students must pass an examination to be accepted into the school. The entrance exam was designed by Scholastic Testing Corporation of Dansonville, Illinois. The exam consists of a verbal segment and a mathematics segment. The verbal test includes objective questions in vocabulary, sentence completion, and reading comprehension. The reading comprehension is based on interpretation of scientific and technical material. The mathematics portion tests mathematical concepts, computation, and problem solving.

The project suggests, however, that pretesting is not necessary to implement this program. Any comprehensive high school can use this program by allowing one segment of the program to act as a screen for the following part.

The ninth year segment of the model project is given to all incoming ninth year students. From this pool of gifted youngsters (this year, approximately 700 students), a group of 100 students is selected for special research honors classes (three groups of 33 or 34 students). Selection for the tenth year segment of the program involves several criteria:

1. Achievement levels in ninth year science and math.
2. Verbal and mathematical aptitudes as demonstrated by the entrance exam score.
3. Motivation of the students as indicated by their requesting this program, which involves three extra hours of class time per week.
4. Creativity in science as determined by the ninth year science teacher's recommendation, which is based on direct observations and evaluative tools.

It should be noted that teacher evaluation can be especially important in identifying an underachiever as a potentially gifted student who, given the opportunity, could develop into a truly creative individual. Thus the basic policy followed in selecting students for the tenth year research honors course involves identification of students with high achievement and aptitude in science and mathematics who have demonstrated their ability to function creatively in the ninth year special biology program. The teacher recommendation is based on practical examinations to determine the student's ability to perform significant laboratory techniques, objective examinations that stress problem solving, and direct observations by the teacher of student functioning in laboratory situations.

Students are selected for the eleventh year independent research classes from the tenth year research honors group based on their abilities to identify specific creative problems in biology, to design and carry out controlled experiments, and to draw valid conclusions based on data gathered. Motivation of the student is, of course, crucial in the selection process. The eleventh year course involves an additional semester of work with no additional credit.

Experience has indicated that the students are creatively gifted in the following characteristics:

1. They are strongly and sincerely motivated toward learning and achieving in science.
2. They are able to work well independently in the laboratory, the library, and the classroom.
3. They are curious about phenomena.
4. They are interested in getting answers to questions suggested by their work and their teachers.
5. They ask many questions.
6. They are stimulated by problem solving approaches to learning.
7. They are good at identifying significant problems in a mass of information.
8. They are readily able to induce, deduce, and make connections between related ideas.
9. They often see different approaches or come up with offbeat ideas.
10. Their creativity and achievement extend to many other areas.
11. They relate well to their peers and elders.
12. Many of them have long term goals well established.

Curriculum Description. A basic description of the curriculum is provided in the project de-

scription. A detailed explanation is available upon request to the project.

Dissemination. The project has disseminated information through the following approaches:

1. Presentations at conferences, including the State Education Department of New York Conference on the Gifted, the Science Council of New York, the New York City Conference on the Gifted, the annual convention of the National Science Teachers Association, and the annual convention of the National Association of Biology Teachers.
2. Onsite visitations by representatives of secondary public, private, and parochial schools.
3. Publicity through professional and public media.
4. A descriptive brochure sent to 13,000 curriculum directors and a sample pack of materials sent upon request.

Community Involvement. One important spin-off from this program is the opportunity it affords young people to contact and work with researchers in industrial, medical, and university laboratories. This opportunity arises when students doing research projects find that they have problems that cannot be solved at the school. The program has found that research scientists are very willing to help young people who have a specific problem to solve. Student research projects also lead to increased participation in local science fairs and national competitions such as the Westinghouse Science Talent Search.

Evaluation and Results. Several means of evaluation are currently being used. One indicator is the larger number of students now doing independent research projects. The quality of this work is determined both by teachers and in outside competitions such as the Westinghouse Science Talent Search, New York City School Science Fair, Otto P. Burgdorf Science Conference, and New York University Junior Science Symposium.

The project hopes to develop an evaluative tool that will measure changes in student ability to set up hypotheses, design an original experiment, develop laboratory techniques, evaluate data, develop attitudes of cooperation with other students, and develop confidence in their ability to work independently.

Future. This program is an integral part of the school curriculum. The program will continue when federal funding is terminated, since federal funding was not responsible for program development or implementation. Interested parties will be able to visit the program, and curriculum materials will continue to be available, although dissemination of such materials will be on a reduced scale.

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Northeast Exchange: A Multi-state Consortium for the Gifted and Talented

Trenton, New Jersey

Funding Source FY 1976-77
OGT: $65,000 (8/15/76-8/14/77)

Project Key. HEW Region II, State Education Agency, Consortium, Teacher Training

Project Description. This project serves five states (New Jersey, Connecticut, Rhode Island, Vermont, and New Hampshire) in areas of common need using resources available from within these states. The areas of need are:

1. To increase the number of programs offered by local education agencies in each state.
2. To increase the number of professionals trained in gifted and talented education.
3. To increase public support for programs for the gifted.

To meet these needs the project is:

1. Surveying the districts within each state in order to find models that neighboring districts can use in developing their own programs.
2. Training trainers who will then train other professionals in their state in the area of gifted and talented education.

3. Providing information on the gifted to the general public through mailings, advocacy meetings, and public service announcements.

Population. The project does not have direct contact with students in any of the states but works with state and local education agency personnel.

Location. As a consortium, the project encompasses New Jersey, Connecticut, Rhode Island, Vermont, and New Hampshire.

Administration and Organization. The project is administered by the state of New Jersey through one of its regional education centers, the Educational Improvement Center—South, where the assistant project director is housed and most of the project development takes place. The project director is located at the State Department of Education in Trenton and also serves as New Jersey State Coordinator of Gifted and Talented Education. The project director is not paid through project funds. Approximately 20% of the project director's time is spent on project activities.

Staffing. Two full time staff members are employed.

Job Descriptions. The assistant director is responsible for carrying out project activities as planned with regard to publicity, facilitating meetings and workshops, and analyzing program surveys. The assistant director is also responsible for assisting with planning of continued and new project activities. The project secretary is responsible for all clerical duties.

Relationship to Total Education Program. This project is located in the New Jersey State Education Agency's Division of School Programs but receives input and assistance from all State Education Agency divisions. Project policy is made by the representative of each state in the consortium, and general direction and administration are the responsibility of the project director.

Dissemination. Dissemination is accomplished through mailings to parents and educators in each state who receive regular information from the project, as well as through press releases developed twice monthly.

Parent Involvement. This component varies from state to state through separate advocacy activities.

Community Involvement. While the degree of involvement varies, each state has developed a viable community involvement component.

Inservice Evaluation and Results. The project sponsored a five day inservice training workshop for the purpose of training 10 representatives from each state. Those trained would then serve as inservice trainers in their own states. Since the completion of the five day training, those trained have scheduled additional training in the area of gifted and talented education in their respective states. Thus, the results are that the project's inservice was at least adequate for the intended objective.

Future. The project will continue to support activities similar to those conducted this year in each member state. However, it is the project's objective to become less and less visible while making the individual leaders in gifted and talented education in each state more visible.

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OPEN GATES: Opportunity for Providing Effective Nurture for Gifted and Talented Elementary Students

Brooklyn, New York

Funding Source FY 1976-77
OGT: $19,500 (8/15/76-8/14/77)
State: $25,000
City tax levy: $25,000
Private foundation: $60,000

Project Key. HEW Region II, Local Education Agency, Culturally Different

Project Description. This project is designed to identify academically gifted 4 to 6 year old children among non-English populations and to provide an educational program of full time

teacher training, separate classes, and curriculum design. The project will prepare a package to aid replication in other urban areas.

Population. The project serves all 4 to 6 year olds in Spanish speaking and French (Haitian) populations of School District 18 in Brooklyn plus English speaking children, both in school and preschool. Project personnel also work with parents of gifted children for training in those child rearing practices appropriate for the gifted, with teachers of early childhood classes for training in educating the gifted, and with supervisors of early childhood grades who wish to become more familiar with educating the gifted.

Location. OPEN GATES is located in Brooklyn, New York, in an urban school district (chiefly residential in character) of 21,000 children.

Administration and Staffing. The project employs a director, three principals of schools housing classes for the gifted, six teachers, two paraprofessionals, and an advisory committee, as well as recurring consultation from the funding source and a gifted child studies director. (The director, principals, and advisory committee members are not on the project payroll, but are fully funded from basic tax levy funds.) Policy on pupil intake is made by the local advisory committee and the director of gifted child studies. General policy is made by the director and district superintendent, in consultation with all appropriate staff.

All staff are licensed, experienced New York City teachers, selected on the basis of their interest, training, skill, and attitudes toward teaching the gifted. The director selects staff in consultation with building principals and the director of the Gifted Child Studies Office.

Relationship to Total Education Program. With the program based in three elementary schools in School District 18, there is integration with other schools of the district by means of visits from other administrators and teachers.

Within the home schools, teachers and pupils visit the gifted classes housed within their school. The teachers in the program share their developed materials with other teachers throughout the district (18 other schools).

Eligibility. Children are eligible for inclusion in the program if they obtain an IQ on an individual Binet at the 98th percentile. Social maturity should register at a level where the child can profit from group instruction while away from parents for 4 hours a day. The children should be free of communication and personality disorders as evaluated by the psychologist during the intake test.

Curriculum Description. Four year olds ready to read are enrolled in a 4 hour instructional day with planned instruction in cognitive areas: reading instruction, math, a foreign language (French), science, music, and physical activities.

After the first year, the school day is the regular 5½ hour length. The children continue with the cognitive areas as the basic tools of learning. Emphasis is on the processes of acquiring data for a purpose, classifying data, formulating conclusions, and applying the conclusions.

The hierarchy of cognitive skills as an approach characterizes the class work in all areas. Content learning for the purpose of assembling parts is minimized.

Parent and Community Involvement. A parent advisory council meets monthly with the director. This council consists of parents from the project population as well as other parents. The council plans general policy concerning outreach activities for recruitment, provides help to gifted children not in the project, and provides enriched experiences for the project children.

Parents also attend workshops with the director to discuss child rearing practices specific to the gifted, and public meetings of the school board are often related to the topic of the gifted.

Parents volunteer as aides for field trips and assist in specific areas of instruction in which they have expertise.

Inservice Education. The project director conducted teacher training workshops for district teachers in public and nonpublic schools. A principal and teachers from the program shared their experiences with interested teachers. Teacher made materials, plans, and schedules were shared so that mainstream teachers could use as many of the project's techniques as could be helpful.

The outreach design has two aspects. In the three schools that have classes, the other teachers visit, see the curricular plans, and exchange pupil visits. In the other schools, a system of gifted curriculum committees is being developed. The project director meets with the principal and interested teachers to discuss who are the gifted and what the classroom teacher can do to help children reach their potential. Specific lesson plans, work contracts, and instruction materials are demonstrated and then applied in the classroom.

Future. After federal funds expire, the local school district hopes to be able to finance as much of the program as its budget allows. Other funding sources will be sought. For the 1977-78 school year, District 18 is providing funds to replace the subsidy from the Astor Foundation.

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Planning and Developing State Education Department Services for the Gifted and Talented

Albany, New York

Funding Source FY 1976-77
OGT: $50,000 (8/15/76-8/14/77)
State: $28,000
Title IV-C: $357,000 (Administered by the New York State Education Department to support local agency projects on gifted and talented education during 1976-77)

Project Key. HEW Region II, State Education Agency

Project Description. This project is aimed at the development of a comprehensive program of activities designed to help schools identify their gifted and talented children, develop programming for this population, prepare staff for these purposes, and establish regional resource development and demonstration centers to facilitate the achievement of these goals. Thus, the State Education Department must focus on the primary objective of preparing a state plan that will implement the policies and recommendations of the Regents' Position Paper No. 23, *Educating the Gifted and Talented in New York State*. The subobjectives of the project include specification of the procedures and instrumentation for the identification of gifted and talented children; development of exemplary policy statements, administrative guidelines, and procedures useful for planning and initiating comprehensive programs; development of program development guidelines; development of a training model for personnel involved in educating the gifted and talented; and initiation of procedures for collecting, analyzing, and disseminating information.

The effects of these basic functions are achieved by dissemination through an existing state network. Systematic delivery of information, guidelines, materials, and training assures that every school in New York State has access to the support services necessary for gifted and talented children to fulfill their potential.

Population. It is estimated that the upper 5% of New York State's school age population of four million, or 200,000 pupils, are gifted and/or talented. This estimate includes pupils from all socioeconomic, ethnic, and racial backgrounds.

Location. The project covers the entire state and includes rural, urban, and suburban areas.

Administration and Organization. The project director, the chief of the Bureau of General Education Curriculum Development, and the department's supervisor of education for the gifted are responsible for the general administration of the project. Coordination with other units of the State Education Department can be effected through the deputy commissioner in order to have additional department services directed toward the achievement of the project objective and subobjectives.

The project directors of the 12 Gifted and Talented Education Title IV-C Projects currently in operation across the state are also part of the administrative system. These projects, supported with Title IV-C federal funds administered by the State Education Department, reflect the efforts of local school districts and Boards of Cooperative Educational Services (BOCES) on behalf of the gifted and talented.

Policy is determined by the project director with recommendations from the project coordinator and other department staff along with input from advisory groups to the State Education Department.

Staffing. One full time and one part time staff member are employed.

Job Descriptions. The project director provides general supervision of the project activities, manages the fiscal aspects of the project, and determines project policy. The programmatic, operational activities are the responsibility of the project coordinator, who is supervisor of education for the gifted in New York State and whose professional time is spent entirely in the area of gifted and talented education. The project coordinator, in turn, is assisted by a professional colleague in the department's New York City Office of Urban School Services. At least 15% of this assistant's professional time is devoted to activities on behalf of the gifted and talented. Other department professional staff directly involved in the project are specialists in curriculum development.

The project coordinator and the coordinator in New York City render technical assistance to the schools and to parent and community groups in planning and implementing appropriate approaches for identifying and developing programs for the gifted and talented. They also perform leadership, administrative, and organizational activities directed to furthering staff development of key educators across the state who have a concern and commitment for improving the education of the gifted and talented.

Relationship to Total Education Program. The New York State Education Department has broad responsibilities for the entire state educational system, encompassing early childhood, elementary, secondary, continuing, higher, and professional education in both the private (nonpublic) and public sectors.

Thus, the state effort on behalf of the gifted and talented is designed to meet their needs within the framework of providing adequate attention to the individual learning needs of each person served by this statewide educational system. The New York State Education Department Project on the Gifted and Talented, through its project staff, uses the resources of other department units as appropriate in order to further the education of the gifted and talented. The project staff is currently working out collaborative arrangements with other department units, including guidance, general education, humanity and arts, occupational education, higher education, early childhood, bilingual education, and the Boards of Cooperative Educational Services.

Eligibility Requirements and Measurement. The State Education Department recommends that the schools develop procedures for identifying their gifted and talented pupils using various multiple criteria measures appropriate for the type of giftedness and talent to be identified.

Curriculum Description. The State Education Department does not recommend a specific curriculum for the gifted and talented as such. Rather, it recommends programing approaches that stress inquiry, higher level cognitive skill development, and divergent productive thinking.

The department also recommends approaches that maximize the overall development of gifted and talented children, whether it is in academic, creative, psychosocial, kinesthetic, or any other area of human aspiration and achievement.

Dissemination. Because of its responsibilities as a state agency, the New York State Education Department uses an extensive network of communication links, information, and guidelines to disseminate the results of project activities to the schools and other educational institutions of the state. In addition, a series of information and awareness conference/workshops is conducted throughout the state to effectuate communication about project activities and products.

Parent and Community Involvement. Parent involvement at both the state and local level is enhanced by developing communication ties with parent and community groups and by inviting parent and community representatives to participate in planning and programing efforts on behalf of the gifted and talented. Parent and community representatives are usually recruited through professional personnel at the local Boards of Cooperative Educational Services or through personnel at the state level who have responsibilities for gifted and talented education.

The parent and community representatives provide input, advice, and reactions pertaining to identifying and programing for the gifted and talented. They may volunteer their services as mentors and resource persons for the youngsters, or they may serve on various committees that support the efforts of local Boards of Cooperative Educational Service (BOCES) and state professionals with responsibilities for the gifted and talented. They may also form advocacy groups to exert pressure on local, county, or state governmental agencies and/or legislative bodies to improve the education of the gifted and talented.

Inservice Evaluation and Results. The project is evaluated according to the degree to which it delivers on its commitment to carry out the activities and to develop the products described in the project objectives and subobjectives.

The products and the records of project activities, an analysis of the extent to which the schools and other groups in the state are making progress in the implementation of the Regents' Position Paper No. 23, and an end of project field survey of effectiveness constitute the bases for evaluation. The evaluation is directed by the State Education Department project director and other project staff. The evaluation process also incorporates the further evaluation of project activities as derived from a survey of a sampling of the clientele served by the project.

Future. It is anticipated that future progress in New York State on behalf of the gifted and talented will exceed even the efforts made possible with the financial resources currently available through state and federal funds. It is anticipated that New York's commitment will grow and will be systematically integrated and sustained at the local, regional, and state level.

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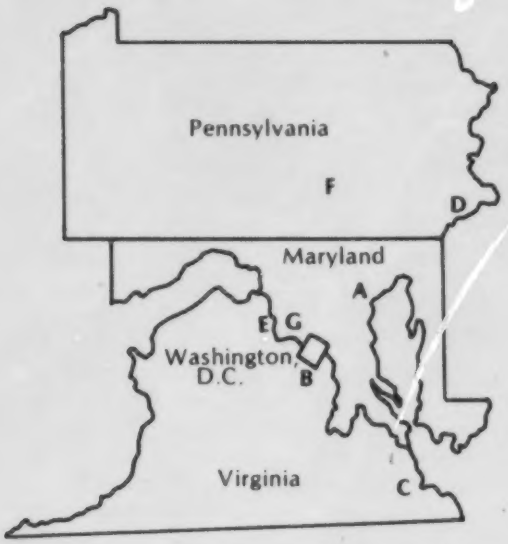
Region III



		OCT funding
A	A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland—Baltimore, Maryland	$ 43,000
B	Education Policy Fellows for the Gifted and Talented—Washington, D.C.	$ 89,880
C	Gifted and Talented Supplemental Project—Norton, Virginia	$ 18,320
D	Identification of Spanish Speaking (Puerto Rican) Gifted—Philadelphia, Pennsylvania	$ 15,464
E	Information Services for the Gifted and Talented—Reston, Virginia	$116,120
F	Right to Education System for the Gifted and Talented: A Pioneer State Model—Harrisburg, Pennsylvania	$ 36,000
G	Systematic School System Support of Alternative Models of Qualitatively Differentiated Instruction for the Gifted and Talented—Rockville, Maryland	$ 16,085
	Total OCT funding for Region III:	$334,869

A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland

Baltimore, Maryland

Funding Source FY 1976-77
OGT: $43,000 (9/1/76-8/31/77)
State: $115,000
Local education agency: $80,000

Project Key. HEW Region III, State Education Agency

Project Description. The purpose of the project is to identify and use resources and services that will improve the education of gifted and talented students in Maryland schools. The general objectives of the project are to:

1. Identify the special needs of gifted and talented students.
2. Identify community and educational resources and services that can be used to meet the needs of gifted and talented students.
3. Use existing community and educational resources and services to meet the needs of gifted and talented students.
4. Provide contractual services for the development and implementation of gifted and talented programs.
5. Increase the number and quality of resources and services that can be used to meet the needs of gifted and talented students.
6. Increase the involvement of school administrators, supervisors, teachers, and college educators in meeting the needs of gifted and talented students.

The project has deployed resources in nine programs currently under way in the state. Six of these are in school districts, and three are specialized programs that cut across district lines. As a set, the programs are addressed to different types of giftedness, to different methods of providing special experiences, and to different population elements. The programs funded under this project are described briefly below, beginning with the six local education agency projects.

In Anne Arundel County, three inservice workshops are being conducted to develop instructional strategies and materials for a creative problem solving program for gifted students from kindergarten through third grade. Strategies and materials have been implemented in 12 pilot classrooms.

In Baltimore City, procedures are being developed to identify disadvantaged and culturally different gifted using a pilot population in two inner city schools. In a second project, inservice training is being conducted to develop instructional units and materials for elementary and junior high students using Junior Great Books Seminars.

Master teachers in three pilot schools in Howard County are being trained in differentiated instructional strategies. Videotapes are being used to critique teaching, and a videotaped instructional model will be completed to assist in the training of other teachers.

In Montgomery County, pilot programs in two schools are being implemented. Emphasis is being placed on implementing differentiated learning materials and experiences for students in language arts, creative arts, mathematics, and science. Part time instructional aides will be hired to assist with specially developed learning centers for students.

A series of 15 seminars is being funded for senior high school students and cooperating teachers in Prince George's County. The seminars will be conducted by college and university mentors around the topic of *excellence*. Students are expected to develop effective ways of presenting the concepts of high expectations and high performance to other students after completing the seminars.

In St. Mary's County, inservice training is being conducted for two resource teachers of the gifted and five classroom teachers. The training will provide for the development of instructional strategies that classroom teachers can use with gifted children to reinforce activities and concepts introduced to the children in special classes. Emphasis is being placed on the training of classroom teachers to implement followup activities.

One special project is the development of curriculum materials for classroom teachers and media specialists to use with highly able readers. During the summer, materials already developed were revised and put into a format for distribution.

Another special project is the Summer Centers for Gifted and Talented, which retains artists, scientists, and literary consultants for special presentations to students attending four residential summer centers. It is anticipated that 10 experts from the East Coast will provide assistance to staff and students.

In the Career Education Project, staff of the Johns Hopkins University provide technical assistance to Baltimore City and nearby counties to expand career education activities for gifted preadolescents. A series of 13 mini courses are being developed and will be used to provide inservice training for 18 teachers.

Population. The program directly benefits students and teachers in the target schools and centers. Included in the target schools are an estimated 290 elementary, 215 junior high, and 170 senior high students from rural, urban, and suburban sections of Maryland, as well as inner city minority group children. An estimated 100 local education agency staff are directly involved in the inservice training programs.

Location. The project serves all geographic areas of Maryland, including inner city Baltimore, suburban Baltimore and Washington, D.C., and rural southern Maryland.

Administration and Organization. The hierarchy for the project is as follows: state director; state project coordinator; state project executive committee, consisting of two local education agency gifted and talented coordinators, one state board member, two state staff (the state director and state project coordinator), and one college educator; six local education agency program coordinators; and teachers and students.

Job Descriptions. No staff have been employed. Existing staff are receiving inservice training from consultants retained for short periods of time.

Relationship to Total Education Program. In several programs, classroom teachers are being involved in training to develop ways to reinforce learning that pupils have gained in special classes.

At the state level the project has become a part of the larger State Action Plan for Gifted. In this sense, the project has become totally integrated into the state effort to develop and improve programs. Considerable ties have been made at the state level with research and evaluation personnel.

Eligibility Requirements and Measurement. Each local education agency receiving funds has established identification procedures. Although individually different, the general requirements are (a) an IQ of 130 or higher (with some exceptions), (b) teacher recommendation, and (c) high performance on standardized achievement tests and/or other outstanding performance abilities.

Curriculum Description. The curriculum varies from one local education agency project to another. In general, teachers are being assisted in writing various curriculum materials that will be used in classrooms or in special situations. The curriculum areas include (a) creative problem solving, kindergarten through third grade, (b) Junior Great Books Seminars, (c) differentiated activities using learning centers in language arts, creative arts, mathematics, and science, (d) seminar discussions on the topic of excellence using John Gardner's book, (e) individualized learning activities and media materials for highly able readers, and (f) learning modules in career education for preadolescents.

Dissemination. Copies of all materials will be deposited with the Maryland State Department of Education. To the extent possible, copies will be made available upon request or for a fee. One copy will be provided to the Office of Gifted and Talented, US Office of Education.

Parent Involvement. Parents have been involved in the identification process and in providing information and assistance in the use of community resources.

Community Involvement. Numerous community agencies, businesses, and resources are being identified. A list of available resources will be compiled and distributed.

Evaluation. Evaluation is conducted at local and statewide levels. Local programs that involve inservice education conduct surveys and in-school observations to determine the effectiveness of training. Programs involving students conduct attitude and other surveys to determine the effect upon students.

Statewide, an evaluation model is being developed which will determine (a) the effectiveness of inservice training, (b) changes in classroom processes resulting from inservice training, and (c) measures of pupil achievement and skills development. This model will be completed during fiscal year 1978 after its components have been tested in the various programs now being provided throughout the state.

Future. There will be little discernible effect when federal funds expire. The delivery system has emphasized the training of teachers and administrators already in the schools. Federal funds have helped accomplish the greater task of building a program that will survive with the aid of state and local funds.

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Education Policy Fellows for the Gifted and Talented

Washington, D.C.

Funding Source FY 1976-77
OGT: $89,880 (6/1/76-5/31/77)

Project Key. HEW Region III, Leadership Training Institute, Teacher Training, Leadership Development

Project Description. The Education Policy Fellows program is a program of the Institute for Educational Leadership, which is committed to improving the quality of educational policy and the training of educational policymakers. Both organizations are part of The George Washington University. By providing the setting and experience for potential educational leaders to involve themselves directly in the policy process, the fellowship program has for 13 years been an important force in the field of lifelong learning.

The objective of the program is to provide fellows with the following opportunities:

1. To become a participant in the policy process at the local, state, or federal level through an appropriate placement for one year. The fellow's work placement is arranged by matching the needs of a sponsoring agency or individual with the background, skills, and interests of the fellow. The placement enables the fellow to view the elements of the policy process and gain insight into the complexities of formulating and implementing policy.
2. To observe a variety of leadership styles in governmental and other education related organizations. The Education Policy Fellows program provides a laboratory in which fellows can analyze the success or failure of different styles of leadership.
3. To interact with other fellows and test out theories and new perspectives in a nonthreatening environment and to critique some of the new experiences. Fellows can establish professional ties to constitute an effective national network.

During the 1976-77 program, the Education Policy Fellows program used funds from the US Office of Gifted and Talented to offer fellows a chance to specialize in education for the gifted and talented. Fellows worked throughout the United States in federal, regional, state, or local agencies, or in national associations concerned with educational policy. They addressed the issues involved in providing education for the gifted child.

Population. The 24 fellows selected for the 1976-77 program year came from diverse positions within the field of education. Most were teachers in either handicapped or regular school programs, and many had served as coordinators of gifted and talented programs within their school. One fellow was an editor with an educational materials publishing company, and two were faculty members at institutions of higher education. All fellows had a master's degree, and several were either in the process of completing or had received their doctoral degree.

Location. The Institute for Educational Leadership is located in Washington, D.C.; the fellows

are placed throughout the United States. This year, fellows in gifted and talented education worked in a number of locations, including the US Office of Education's Office of Arts and Humanities, and Office of Gifted and Talented; US Office of Education regional offices in Colorado, California, Texas, and Washington; state education agencies in Connecticut, Indiana, Maine, Michigan, New York, Texas, and Wisconsin; local education agencies in Illinois and Washington, D.C.; educational associations, including the American Association for Gifted Children and The Council for Exceptional Children; institutions of higher learning, including East Los Angeles College and Johns Hopkins University; and other sites such as the office of Robert Swain, coordinator for the Second World Conference on the Gifted and Talented, Carmichael, California, and the model project at the Center for Theater Techniques in Education, Stratford, Connecticut.

Additional Funding. The Education Policy Fellows program is funded by a variety of federal grants and foundations including Ford, Rockefeller, Cleveland, George Gund, and Otto Bremer. These funds support the staff of the program who also provide services to the fellows in gifted and talented education.

Administration and Organization. The project operates as one of nine programs in the Institute for Educational Leadership, which administratively reports to the Office of Sponsored Research of The George Washington University.

Staffing. Funds from the Office of Gifted and Talented have been used to staff the project with a part time consultant and a part time secretary. Funds from other sources provide additional staff who assist in administering the fellowship program in gifted and talented.

Relationship to Total Education Program. The fellows in gifted and talented education are exposed to the total spectrum of educational policymaking. The experiences during the program year provide the opportunity to learn how concerns and issues in the field of gifted and talented education relate to other educational issues. Fellows are able to broaden their perspectives as well as their knowledge of education policymaking.

For example, fellows located in the greater Washington, D.C., area attended numerous seminars examining the federal role in educational policy areas such as women's equality, competency based education, and the arts. Guest speakers stimulated discussions on the roles of the various governmental policymakers such as congressional staff, the General Accounting Office, White House staff, and virtually all levels of the Office of Education and the National Institute of Education. This permitted the fellows the opportunity to examine all the factors that would influence the development of favorable federal policy for the gifted and talented.

Eligibility Requirements and Measurement. The Education Policy Fellows for the Gifted and Talented are drawn from two talent pools. First is the group of men and women who have demonstrated leadership ability and intelligent innovation but currently have no special expertise specifically in education. The candidates must have demonstrated a commitment to work with the gifted and talented. Second is the group who have had academic training and/or experience working with the gifted and talented but who require further administrative training to be able to participate effectively in policy developments affecting the gifted and talented.

Individuals who apply for the fellowship program must (a) be college graduates, (b) have had full time professional work experience, (c) have given evidence of leadership and shown interest in improving education, (d) not have been participants in a similar fellowship program in the previous five years, and (e) be prepared to devote full time to fellowship commitments for the year.

Applicants are screened by a panel of readers who determine the semifinalists based on the following criteria: (a) skills and background that would be useful to sponsors, (b) ability to conceptualize and articulate sound ideas, (c) leadership qualities as evidenced by previous experience, and (d) appropriateness of fellowship experience at this point in applicant's career.

Semifinalists are then matched with potential sponsors who interview the candidates. Final selection is based on the needs and preferences of the sponsors.

Curriculum Description. The education component of the fellowship program varies among the sites. The fellows who are assigned to sponsors in the seven program sites (Connecticut, Illinois, Massachusetts, Michigan, Minnesota, and Ohio) participate fully in the activities of that site. Fellows assigned to sponsors who were not at regular program sites were able to arrange seminars, conferences, and special programs in education for the gifted and talented.

The fellows also attended three national meetings: one on federal education policy, one on state education policy, and another on national needs for education of the gifted and talented.

Dissemination. Information on the fellowship program is disseminated through many channels such as current and former fellows, sponsors, national educational associations, colleges and universities, and newspapers.

Evaluation. A committee composed of fellows and staff has designed an evaluation survey that will be completed by the fellows and sponsors at the end of the program year. Each fellow is required to complete a case study on the policy process both within the sponsoring agency and across the total education community.

Future. Education Policy Fellows for the Gifted and Talented will continue to provide a special program for fellows in the gifted and talented.

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Gifted and Talented Supplemental Project

Norton, Virginia

Funding Source FY 1976-77
OGT: $18,320 (9/1/76-8/31/77)

Project Key. HEW Region III, Local Education Agency, Rural

Project Description. The project serves five school divisions through designated schools within each division. The project will meet the following objectives:

1. Identify each talented and gifted student within the additional grades in the sample schools.
2. Develop a comprehensive plan for incorporating the additional students into the present project.
3. Train school personnel in the techniques of identifying and working with gifted and talented students by implementing several in-service training sessions throughout the 1976-77 school year.
4. Develop a variety of quality instructional programs for education of the gifted and talented which will include the additional students and serve as project models for other areas of the state. Program areas would include scientific ability, leadership ability, creative ability, artistic talent, writing talent, dramatic talent, mechanical skills, and physical skills.
5. Provide a satisfactory educational environment which will permit gifted and talented students to develop their talents and thus increase their contributions to society. This environment is developed by (a) soliciting help from administrators in scheduling and encouraging teachers to become involved; (b) working with members of the community for their support; (c) convincing teachers that special instructional techniques are needed; (d) providing materials appropriate for the gifted and talented; and (e) sharing materials and ideas throughout the area.
6. Provide curriculum materials that will instruct the students in creative problem solving.

Since each target school has a degree of autonomy within five autonomous school divisions, each has its own approach to scheduling and areas of subject matter interest. The schools are encouraged to build on their unique interests and strengths. For example, one school has an exceptional art teacher who has received the gifted and talented inservice training. The teacher now applies techniques learned in the

training to the field of art and also helps demonstrate to other teachers the applicability to other fields. Other instructional leaders with strong abilities in science, social science, creative expression, and facilitating independent study have been utilized.

Population. Approximately 250 students from kindergarten through grade 12 are served in 12 schools over the area. These central Appalachian students are victims of minimal educational funding and, until recently, inadequate facilities, especially in the lower grades.

Location. The project is located in the far southwestern region of the Commonwealth of Virginia, which includes Dickenson, Lee, Scott, and Wise Counties and the city of Norton.

The area served by Dilenowisco is a mountainous, coal producing region that is isolated both physically and culturally from the rest of the state. Approximately 100,000 people live in the 1,722 square mile area. The population has been steadily declining during the past 25 years; birth rates have declined and the death rate has increased. Since 1940, 80,000 people have left the area. The median family income for the area is considerably below that of the state as a whole; it ranges from $3,901 in Lee County to $7,223 in Norton.

Administration and Organization. The Diversified Educational Cooperative is a voluntary, nonprofit organization formed by the four counties and the city of Norton. The Gifted and Talented Supplemental Project is one of several projects that would not otherwise be available to the sparsely populated and economically poor area. Scott County Schools acts as fiscal agent, while program administration is handled by a project director under the executive director of the cooperative. The project director and two curriculum resource persons work with the designated schools through instructional leaders within each school.

Staffing. The number of staff employed is three.

Job Descriptions. The project director has the following responsibilities: (a) monitoring the hiring of personnel, (b) monitoring development of inservice training, (c) conducting staff meetings, (d) maintaining project related communication, (e) assisting in selection of students and development of the curriculum, (f) maintaining the budget, and (g) working with school administrators in program related activities. The curriculum resource person is responsible for (a) assisting in inservice programs, (b) testing and identification of students, (c) working with and assisting teachers in planning and implementing curricula strategies, (d) serving as an itinerant teacher and seminar leader, and (e) interpreting the program to parents. The secretary provides assistance by typing reports and letters, fulfilling clerical duties, and maintaining the files.

Relationship to Total Education Program. Under Virginia's Standards of Quality Legislation of 1972-74, identification of exceptional children, including gifted, is mandated, and an educational plan to provide appropriate educational opportunities is required. The Gifted and Talented Supplemental Project supplements local efforts by providing a model for programs and by evaluating current efforts. Thus, the project is reinforcing the capacity of the target districts to meet the special educational needs of the gifted and talented. Efforts are centered on helping currently employed educators develop appropriate educational strategies that can be implemented primarily in the regular classroom.

Eligibility Requirements and Measurement. Teachers recommend students for consideration and testing. The student's file is then reviewed for results of previous intelligence tests. These scores plus the results of the Turner Rating Scale and the Slossun Intelligence Test are used in making a decision regarding placement. The Slossun is weighted so that it has twice the value of a group test in making placement decisions. Some of the districts accept an IQ score of 120 and above, while others require higher scores. Talented students are admitted to programs based on teachers' recommendations.

Curriculum Description. The interests and strengths of instructional leaders involved in the project vary. Thus it is essential that the curriculum designed be functional and accessible. The curriculum for the gifted and talented students in the program includes activities that are subject related, process oriented, doing centered, open ended, and student selected. The hierarchy of learning involved in Bloom's

taxonomy of the cognitive domain is stressed, particularly learning experiences that involve thought processes of analysis, synthesis, and evaluation.

The major emphasis in the curriculum revision is the development of curriculum units based on a teaching/learning model for implementing cognitive-affective behaviors in the classroom as developed by Frank E. Williams. The Williams' model allows for the highest levels of thinking as well as for formalizing the teaching and learning of feeling and value.

Dissemination. Information on the project is disseminated through workshops, the curriculum guide and handbook, news releases, formal presentations at conferences, parent conferences, and a videotape or slide show.

Parent Involvement. Communication with parents is maintained via direct mail, through instructional leaders in the schools, and through parent receptions.

Community Involvement. Community mentors with special skills have donated time to working with students on independent study projects.

Evaluation. The project will be evaluated to determine whether it had any significant positive effects on the participants, the students, and the teachers in the areas of student attitude, teacher attitude, student self awareness, student achievement, student leadership, parent approval, and student creativity.

The inservice workshops are evaluated by the participants through a workshop evaluation form in which teachers express the degree to which they are satisfied with having met prestated objectives. The effects of the program on the students will be evaluated through preadministration and postadministration of an attitudinal survey. Individual student progress is monitored. All teachers, students, and parents complete a questionnaire at the end of the year to measure their knowledge of the program and their response to it.

Future. Most schools in the area are now in the process of formulating plans for programs for the gifted and talented. Some of the nontarget schools have worked closely with the project staff and are developing plans for identifying and providing special curriculum activities for their gifted students.

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Identification of Spanish Speaking (Puerto Rican) Gifted

Philadelphia, Pennsylvania

Funding Source FY 1976-77
OGT: $15,464 (8/15/76–8/14/77)
State: $47,700

Project Key. HEW Region III, Local Education Agency, Culturally Different

Project Description. This project is seeking a solution to the problem of identification of gifted, Spanish speaking children. A variety of screening and testing procedures are being used to identify 100 Spanish surname elementary children in the Philadelphia public schools. The procedures used were suggested by Ernest Bernal and Josephine Reyna in "Analysis of Giftedness in Mexican American Children and Design of a Prototype Identification Instrument." The data gathered through the procedures are computer analyzed for determining the best predictors of giftedness in the Puerto Rican population. The results will also be compared with the results of Bernal's study.

The screening procedure encompasses a variety of nominating devices including teacher and peer recommendations, community recommendations, and test scores. The testing procedures include the DeAvila Cartoon Conservation Series (a Piagetian based test), the Torrance Tests of Creativity, and the Revised Wechsler Intelligence Scale for Children (WISC-R), which is administered in the child's dominant language.

The project is also experimentally determining to what degree prior contact with significant family figures contributes to a child's success in the testing situation. Also studied is the influ-

ence of cultural sensitivities in the Puerto Rican population, such as prohibition about talking to strangers or adults, and overdependency. This is accomplished through random selection of 5 out of 11 schools to serve as an experimental group. The children (and their parents) in the experimental group receive an additional orientation to the program and the tests.

Population. The project will identify 100 elementary (grades 1 through 5) pupils in the Philadelphia public schools for placement in gifted programs. This study will directly benefit other systems with Hispanic children, particularly Puerto Ricans, and will serve as a model for identification of other culturally different groups.

Location. The project is located in 11 target schools in District 5 of the Philadelphia school system. Of the Spanish speaking students who attend public schools, 80% live in this district. All schools selected have 50% or more Spanish surname population and are located in a belt about 8 blocks long and 20 blocks wide. All schools qualify for Title I assistance.

Administration and Organization. Lenora M. Cohen serves as elementary coordinator of the Academically Talented Program in the Philadelphia schools and is also director of the project. She consults with the executive director for special education regarding policy decisions on the Academically Talented Program. Also included in the policy making process for the implementation of the project are the superintendent of District 5, the director of research and evaluation, and the director of foreign languages. The project director supervises the school psychologists working on this project.

Staffing. The number of staff employed is three.

Job Descriptions. The school psychologist's position requires a post master's level degree with certification to function as a school psychologist. The holder of this position must be fluent in Spanish. Selection is accomplished through the Personnel Office, letters to local universities, and the request of the Psychological Services Office. The school psychologist's responsibilities are to collect data from community groups; meet parents and children in groups; administer group identification measures and score them; administer WISC tests; help item analyze the WISC; help compare the Bernal and Philadelphia studies; help summarize results; and make a slide-tape.

The psychologist assistant must be fluent in English and Spanish and have a background in psychology. Selection is made through the Personnel Office and by word of mouth. Responsibilities are to assist with all of the school psychologist's duties, in addition to tabulating information, typing reports, and performing other secretarial functions.

Another psychologist, currently contributing his services at no cost, was hired with the permission of the Psychological Services Department. He helped develop the grant proposal, and his current responsibilities include administering WISC's; norming the WISC, DeAvila, and Torrance tests on Spanish populations; helping determine cutoff scores; performing item analysis of the WISC; observing computer analysis; and summarizing the results.

Relationship to Total Education Program. The project is a part of the Philadelphia Public School System. The project director is the coordinator for the Academically Talented Program, a division of special education. The District 5 Superintendent Research Office, Foreign Language Office, Counseling Office, and Psychological Service Office have been consulted and kept abreast of developments within the project.

Eligibility Requirements and Measurement. Nomination for inclusion in the project is accomplished in one of the following ways: (a) 24/32 Renzulli Hertman, and/or (b) nomination by at least three peers, and/or (c) special recommendations by a counselor, principal, or other school personnel, and/or (d) a score on the California Achievement Test of 90% in total reading or total math or composite, and/or (e) community recommendation. Preliminary screening involves use of the Torrance Figural Form A and/or the DeAvila Cartoon Conservation Scales. Cutoff points have still to be determined. Final screening and placement are based on the WISC-R, administered in the language of the child.

Curriculum Description. The development of a curriculum is not part of the present project. This is being developed for next year.

Parent Involvement. Conferences were held individually with parents of children in the experimental group to explain the program and the testing process. Parents were then invited to a party at each school to learn more about the program. All parents have to give written permission for testing. If their child is found eligible, the parents must again meet with the project staff to discuss program plans and sign a letter that permits the child to enter the program.

Community Involvement. The staff actively sought community involvement, particularly agencies in the Hispanic community, in order to get nominations of potentially gifted children and to build support for the project. The directors of Consilio, the umbrella organization for the over 50 Spanish community agencies, and the Human Relations Office of City Hall gave their support to the project. Three articles about the project appeared in English and Spanish newspapers, a television presentation was made, and many messages were transmitted via Spanish radio stations. Counselors and school community coordinators were asked to let their communities know about the project, and 50 posters were distributed to community agencies, stores, and churches.

Project Evaluation. The project staff, with assistance from the Philadelphia School System Office of Research and Evaluation, assesses progress in meeting the goals and objectives of the project. The computer analysis of the results of the DeAvila and Torrance tests and the item analysis of the WISC-R provide data on the validity of the tests in identifying giftedness in the target population.

Future. Children who have been identified by the project will be placed in gifted programs in Philadelphia. If the project is successful, the school district will continue to use these screening and testing procedures on this population and other nonmainstreamed groups.

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Information Services for the Gifted and Talented

Reston, Virginia

Funding Source FY 1976-77
OGT: $116,120 (10/1/76-9/30/77)

Project Key. HEW Region III, Information Services

Project Description. Information Services for the Gifted and Talented is a contract awarded to The Council for Exceptional Children (CEC) from October 1, 1976, to September 30, 1977. During this year, five major information products were developed for dissemination by the Office of Gifted and Talented. Those products are:

1. A report containing the results of a survey of all state education agencies concerning their programs for gifted and talented children. This report includes information on state laws, policies, and plans, as well as resources, programs for students and teachers, and research activities.
2. *A Guide to Projects for the Gifted and Talented Funded by the US Office of Education, Office of Gifted and Talented.* Each project is described regarding population, program, curriculum, administration, staffing, physical environment, and parent and community involvement.
3. A series of factsheets and pamphlets dealing with different areas of gifted and talented education. Each factsheet is designed to provide a variety of groups with basic information on such topics as creativity, cultural diversity, the gifted handicapped, teacher programs, program development, and parents of gifted children.
4. A resource list containing names, addresses, and area of speciality in gifted education. This list will assist the Office of Gifted and Talented in locating resources in the area that can be used to provide input to those in need of help in specific areas of gifted and talented education.
5. A monograph dealing with the culturally diverse gifted child. Leaders in the area of gifted and talented education and other related areas are contributing to this publication.

Population. The project is not designed to serve one specific population, but develops its products for use by anyone interested in increasing their knowledge of gifted children and gifted child education. The target audience includes administrators, teachers, parents, professionals, and paraprofessionals.

Location. This project is housed at the national headquarters of The Council for Exceptional Children in Reston, Virginia, but materials are distributed nationally.

Administration and Organization. The project operates as part of the Information Services and Publications Unit of The Council for Exceptional Children. There is a project director, two educational specialists, and a secretary. Assistance is also received from the editor in chief of all CEC publications, the associate director for state and local governmental relations, and the CEC assistant executive director for conventions.

Staffing. The number of staff employed is seven: three full time and four part time.

Job Descriptions. The project director, Dr. Donald Erickson, also serves as director of the Educational Resources Information Center (ERIC) Clearinghouse for Handicapped and Gifted Children. Dr. Erickson uses 8% of his professional time for this project. He is responsible for arranging and coordinating all CEC services and for supervising project personnel.

The two educational specialists, John Grossi and Patricia Bruce, both devote 100% of their professional time to the project. The responsibilities of these staff members are to carry out all data gathering and data organizing activities, to assist in a "grapevining" telephone survey, to assist in the identification of authors for the proposed monograph, to collect and direct resource materials to the monograph authors, and to collect all needed information and draft text for the factsheets.

The editor in chief of CEC publications devotes 15% of professional time to coordinating all writing, editing, printing, and graphics activities for product development. The editor in chief also assumes major responsibility for designing the grapevining telephone survey, a technique that uses an established model for identification of significant developments in a specific area of interest for the purpose of gathering information and putting it into print for dissemination while avoiding the usual time lags.

The associate director for state and local governmental relations spends 5% of professional time for the purpose of developing the two part state education agency survey, overseeing the Office of Management and Budget clearance procedures for the survey, conducting the survey, and organizing and presenting the results. The CEC assistant executive director for conventions provides 2% professional time in the planning, design, and execution of the national directors meeting called for in the development of the Program Description Guide. The project also employs a full time secretary.

Relationship to Total Education Program. As each of the units of The Council for Exceptional Children is included as an integral component of the project, the relationship that exists between project and total organization is strong and active. The Information Services Project is considered part of the total CEC operation and therefore receives direct input from the staff of each unit.

Dissemination. The products developed by the Information Services Project are delivered in quantity to the Office of Gifted and Talented for major dissemination purposes by that office. Products developed by the Information Services Project are placed in the Educational Resources Information Center (ERIC) for Handicapped and Gifted children, pending the approval of the Office of Gifted and Talented.

Community Involvement. As this is an information gathering project, local community involvement is not included as a major component. However, the staff has requested local (metropolitan Washington, D.C. area) student art for possible use in the factsheet series.

Inservice Evaluation and Results. The Council for Exceptional Children embraces the highest of standards for its products, and those developed by the Information Services Project will be subject to critical inhouse evaluation. It is believed that this inhouse evaluation will adequately meet Office of Gifted and Talented standards. In addition, the Office of Gifted and Talented project officer will review products developed by the Information Services staff before final printing.

Future. The Council for Exceptional Children will continue its commitment to the gifted and talented by its ongoing involvement in effecting legislation to improve the service delivery for this population and to assure them their rights. CEC will continue to produce relevant materials and information and make them available to teachers, parents, administrators, and all others dedicated to the gifted and talented child.

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Right to Education System for the Gifted and Talented: A Pioneer State Model

Harrisburg, Pennsylvania

Funding Source FY 1976-77
OGT: $36,000 (8/15/76-8/14-77)

Project Key. HEW Region III, State Education Agency

Project Description. This project provides a full time field assistant on the state level whose duties are to conduct a child survey to locate all gifted and talented school age persons in Pennsylvania, a program needs assessment, and inservice planning sessions for pupil identification and program development in 29 intermediate units encompassing 505 school districts serving an estimated 80,000 gifted and talented youngsters. This assistant provides vital technical consultancy upon demand at the local education agency level, coordinating activities between state and local agencies and the community at large. The field assistant for the Right to Education project aids in assuring program quality with fiscal responsibility, helping to coordinate the use of state, local, private, and federal funds in order to assure innovation, expansion, and improvement of quality programs.

Population. The total school population is 2.5 million. The number of presently identified gifted and talented school age children is 29,000. It is estimated that there are between 60,000 or 80,000 gifted and talented school age children in the population.

Location. This project is located in Harrisburg, Pennsylvania, the state capital. A statewide service is composed of 505 local education agencies with 29 intermediate units and Pennsylvania State University.

Administration and Organization. The project is administered by the Pennsylvania Department of Education, Bureau of Special and Compensatory Education. The major administrative responsibility is handled by the state director of special education. Finances are the responsibility of the Westmoreland Intermediate Unit 7, 15 West Third Street, Greensburg, Pennsylvania.

Staffing. One full time staff member is employed.

Job Descriptions. The project field assistant has responsibility for the administration, direction, and supervision of all activities relating to the planning and implementation of the project. The minimum education required is a master's degree or equivalency, Instructional II (Supervisory Certificate Pennsylvania). The position requires three to five years experience as a teacher and/or supervisor with gifted and talented children. Such experience must have been gained in a variety of past employment positions such as in public schools, nonpublic schools, or colleges and universities.

This person must demonstrate the ability to (a) offer technical assistance in differential curriculum development and review of present district and intermediate unit plans, (b) train teachers and administrators on local district and intermediate unit levels, (c) aid local districts and intermediate units with needs assessments, (d) provide statistical data and surveys of current program coverage, (e) provide effective professional relationships and communications with school administrators, teachers, parents, interested organizations, state officials, and others, (f) speak and write logically and concisely, (g) travel extensively to local school districts and intermediate units throughout the common-

wealth, and (h) plan and implement one statewide conference per year.

Relationship to Total Education Program. A full time person is needed at the state level to assist in planning, identification, and implementation efforts at the local education agency level, as well as to aid in coordination and organization of dissemination efforts—in short, to provide vital technical assistance for the development of appropriate mandated gifted and talented programing under due process procedures and right to education compliance.

Eligibility Requirements and Measurement. A definition of the mentally gifted and talented has been established by state mandate and the Special Education Standards of the Commonwealth of Pennsylvania. It includes the gifted as part of the definition of exceptional school age persons, with standards applying equally to the gifted and the handicapped. The definition of the mentally gifted and talented is thus:

> Outstanding intellectual and/or creative ability, the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an individual I.Q. score of 130 as administered by a certified psychologist. A limited number of persons with I.Q. scores lower than 130 may be admitted when other criteria strongly indicate gifted ability.

Curriculum Description. Individualized educational programs are required as of October 1977 for all new entries (k-12) in gifted and talented programs. For all students presently enrolled, individualized educational programs will be on file by October 1978. The individualized educational program for the gifted, as with all other exceptional persons, prescribes curricular modification and concerns itself with the total instructional day, containing basic education as well as special education provisions.

Dissemination. Dissemination is accomplished by the State Ad Hoc Committee on Gifted and Talented, the selection of specific exemplary programs for resource use, and the delivery of guidelines, standards, and quality controlled program models to local education agencies and intermediate units.

Parent Involvement. Liaison is provided between state parent organizations, the Pennsylvania Association for the Study and Education of Mentally Gifted, and the Department of Education.

Community Involvement. This project involves the community by serving as liaison with the Governor's Committee on Education, as a consultant to Pennsylvania School Boards Association on Gifted and Talented programing, and through state mandates.

Inservice Evaluation and Results. In June 1977, the field assistant in the Right to Education project examined the multiplier effect of the resource programs and summarized the first year of due process and its effect on programs, budgets, and consumers. An evaluation was completed of the intensive state inservice training conference for 75 supervisors of school district and intermediate unit gifted and talented programs provided in March as part of the project. The field assistant also assessed the degree of compliance and compatibility with viable differentiated programing as evidenced from the many on-site visitations. Already apparent is the fact that currently 50% of the local education agencies have not complied with mandates, and at least 98% have not begun to develop a format and procedures for individualized educational programs.

Future. The service delivery system will need to be improved and the multiplier effect for the second year of due process must increase. Developing and implementing the individualized educational programs will be the paramount task. It is anticipated that assistance to local education agencies will ultimately result in enthusiasm for innovation rather than a mere compliance with mandates.

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Systematic School System Support of Alternative Models of Qualitatively Differentiated Instruction for the Gifted and Talented

Rockville, Maryland

Funding Source FY 1976-77
OGT: $16,085 (9/1/76-8/31/77)
State: $2,000
In-Kind local education agency: $26,923
Maryland allocates no funds for identified gifted and talented populations within the state.

Project Key. HEW Region III, Local Education Agency

Project Description. The overall goal for the project is a program building, systematizing effort at program development and support of instruction for the gifted and talented in all Montgomery County public schools. Central to the implementation of the plan is an intensive interaction between the central and area office support system being developed for these programs and several schools that would exemplify fully developed programs for gifted and talented students.

A central objective of the plan is the full development of three different model programs, each exemplifying qualitatively differentiated instruction for the gifted and talented. Each of these three models is located in an elementary school and exemplifies different organizational patterns and curricular emphases based on local school and community factors. The three schools identified as sites for these model programs have been selected on the basis of the plans they have developed for educating their gifted and talented students and on the basis of their staff readiness and strong community support. Over the next three years, the plan is to develop a total of seven or more such model programs for the gifted and talented in as many sites, including one in a senior high school, one or two at the middle/junior high level, and five in elementary schools.

These major goals and objectives are further delineated into six specific objectives for a three year period, namely:

1. To serve as tryout and development centers for instructional activities and materials.
2. To serve as demonstration and training sites for Montgomery County public schools, Montgomery County nonpublic schools, state, and out of state personnel.
3. To emphasize qualitatively differentiated instruction for the gifted and talented.
4. To exemplify varied approaches matched to local needs.
5. To focus attention on and encourage emulation of the models throughout the school system.
6. To provide an impetus and basis for expanded and improved central and area office support capabilities for such programs.

Population. Eventually, the student population to be directly served by the full development and dissemination capacities of this project is estimated to be 30,000 students in the Montgomery County public schools. This figure is derived from the fact that approximately 25% of the students in Montgomery County (all third, fifth, sixth, ninth, and eleventh grade students) who took the Cognitive Abilities Test (CAT) in the spring of 1975 obtained a verbal aptitude score of 120 or more; about 9% scored 130 or above. These percentages indicate a total gifted student population of 30,000 or over 11,000, respectively. It should be noted that these figures are minimal since this instrument focuses only on one or two aspects of gifts and talents and is notoriously culture bound. Further, the figures do not count students in the nonpublic schools with whom the project is working.

It is expected that these project efforts will also benefit children and teachers outside the immediate school system, in particular visitors from the state of Maryland and others from metropolitan Washington, D.C. In addition, it is hoped that some products of this enterprise, such as curriculum documents, slide tapes, and evaluation designs, can be shared within the national project network set up by the US Office of Education and thus touch other populations beyond the state of Maryland and metropolitan Washington, D.C.

Location. Montgomery County, Maryland, is a large political unit comprising one of several population areas in Maryland and Virginia, which together make up metropolitan Washing-

ton, D.C. It contains approximately 500 square miles. It houses several large governmental agencies such as the National Institutes of Health, the National Bureau of Standards, and the Atomic Energy Commission. The county has rural, urban, and suburban aspects and populations. It has access to innumerable resources in the form of its own well educated population and the governmental leaders represented in the District of Columbia, and in the form of the many rich cultural resources of the city of Washington such as the art museums, the Smithsonian Institute, the John F. Kennedy Center for the Performing Arts, and the Library of Congress.

Administration and Organization. This is a large centralized school system. The major offices and departments in the central office are as follows: superintendent and deputy superintendent of schools; associate superintendents for administration, for personnel services, for business and financial services, for instructional services, and for continuum education. The system is further divided into six administrative area offices, each headed by an assistant superintendent and an area director for instruction. Each assistant superintendent has a staff of teacher specialists and a few supervisors to assist in the instructional supervision of 25 to 30 schools. The central offices staffed by the associate superintendents house department specialists of various sorts, such as staff development, curriculum and instruction, research and evaluation, and educational media and technology.

This project is part of the Department of Curriculum and Instruction, which in turn reports to the associate superintendent for instructional services. The three schools, each in a different administrative area, report to an area director of instruction and assistant superintendent for the area. Decision making is complex, but the project has had some support from area superintendents and particularly from the associate superintendent for instructional services. Formal policy and major budget decisions are the prerogative of the elected County Board of Education, which must approve all grant proposals and periodically review all programs.

Staffing. The project has no staff per se. Project monies support substitutes and per diem time for teachers, consultants, instructional materials, and so forth, but no staff positions. Project staff is supported by in-kind resources as follows:

1. Coordinator of special projects, Department of Curriculum and Instruction (25% of time): Serves as project director and full time as coordinator of education for the gifted and talented in Montgomery County public schools.
2. Teacher specialist, Department of Curriculum and Instruction (30% of time): Serves as assistant to the project director for both the project and the total Montgomery County public schools program for the gifted and talented.
3. Coordinator of administrative training programs, Department of Staff Development (5% of time): Serves to design and supervise leadership training conferences and seminars for administrators.
4. Teacher specialist, Department of Staff Development (5% of time): Serves to design, develop, and disseminate programs of formal training and teacher competency, including the training of instructors.
5. Teacher specialists (three), Area Office (10% of time): Work with principals and teachers on program, curriculum, and staff development.

Two positions in the Department of Curriculum and Instruction, namely a coordinator and a teacher specialist, were created through redeployment of existing positions to give coordination and leadership on behalf of gifted students at all levels of the school system. The central office staff development coordinator and teacher specialist and the area office teacher specialists have major tasks to perform toward the improvement of instruction for *all* pupils as well as for the gifted and talented. Personnel to fill the positions in the Department of Curriculum and Instruction were selected by the director of that department and by the associate superintendent for instructional services. The staff development coordinator and teacher specialists were selected by the director of staff development and the associate superintendent for personnel and by the area director of instruc-

tion and area assistant superintendent, respectively.

Relationship to Total Education Program. As noted earlier, the overall goal for this project is a program building, systematizing effort at program development and support of instruction for the gifted and talented in all Montgomery County public schools. The planning and support of three model schools are not only important in and of themselves, but more importantly, they are designed to serve as examples of possible school projects for the other schools trying to initiate projects of their own. Already there is interest generated in other elementary schools as well as in middle/junior high schools and senior high schools. Further, the project is built to involve all levels of decision making and service expertise within this large school system.

In addition, the Montgomery County project proposal was developed in consultation with personnel at the Maryland State Department of Education and is closely related to both the state project and the state plan for development of programs for the gifted and talented. It is expected that the state will soon assist this ongoing project in the form of help on evaluation design, small curriculum units, and extended inservice programs. Project personnel and members of the State Department of Education concerned with gifted and talented meet regularly to coordinate efforts.

Eligibility Requirements and Measurement. The three schools that are serving as models have gone through similar procedures but have not employed exactly the same criteria nor used the same instruments. This is in keeping with the county position of encouraging a variety of different models and intial emphases within the broad US Office of Education definition of gifted and talented students. All schools have employed a multiplicity of instruments (e.g., IQ, achievement records, teacher recommendations, parent nomination, etc.). Two schools have used the CAT scores supplemented by the Otis Lennon. One school for one year had access to the services of a psychologist who gave individual WISC's (Wechsler Intelligence Scale for Children). One school used an IQ of 125 as a cutoff, another 130, and the third 140. All schools made use of a representative screening committee to make final decisions.

A Handbook for Administrators on the Education of the Gifted and Talented is now in working draft form. This handbook builds on the experience of these three schools and lists a series of identification instruments, borrowing heavily from the publication by Cornelia Tongue and Chairman Sperling, *An Identification Model* (Raleigh, NC: North Carolina State Department of Public Instruction, Division of Exceptional Children, 1976). The purpose of the handbook is to serve as a ready reference for the principals of the model schools and more particularly for others wishing to initiate projects. It is hoped that the handbook can lay out a standard operating procedure for principals with respect to identification and selection of students but leave to local option the specific sections of the US Office of Education definition of gifted and talented, the cutoff figures of the total possible target population, the areas of the curriculum, and the organizational pattern on which the school wishes to concentrate at the beginning. In view of the fact that funds are scarce, schools have been encouraged to match planning and resources, and to start with a part of a long range project that can eventually grow into fully developed programs for all identified students.

Curriculum Description. The three schools are emphasizing different sections of the curriculum. Indeed, each of the three has paid special attention to one of three interlocking components which will, when fully developed, make up a total curriculum for gifted and talented students. Component 1 is a strong program in developing skills in reading, language arts, and math. Gifted and talented children should move rapidly in mastering these skills. In component 2, instruction is provided in all other subject areas, such as science, social studies, literature, and the arts. Component 2 emphasizes development of higher thinking, such as analysis, synthesis, and problem solving skills. Component 3 is an extended studies program, which encourages children to explore a subject in depth, apply what they have learned to new situations, and study topics that are interdisciplinary in nature.

These three components form an integrated program for gifted and talented students. Each component supports the other two in developing the skills and abilities of the children in the pro-

gram. Note that the major thrust of component 1 is acceleration; component 2 emphasizes extension into activities designed to promote higher levels of cognition and creativity; and component 3 emphasizes independent study, application, interdisciplinary studies, and idiosyncratic interests of students.

The school at Poolesville is working particularly on the development of a continuous program in the basic skills of mathematics and reading/language arts. It uses some rather sophisticated, locally developed continua in math and in reading/language arts as a base, moves children along at their own rate, and provides extended studies in such areas as logic, probability, gaming, and dramatics.

The school at Whittier Woods tries to build on a continuous progress base in reading/language arts and in mathematics and has also put considerable attention on component 2, namely, literature, social studies, science, art, music, and physical education. Instruction is based on the basic objectives stated in the general *Program of Studies* for the Montgomery County public schools, to which have been added supplementary objectives and instructional materials for gifted students.

Opportunities for enrichment built around the supplementary objectives are provided for these students as they develop higher cognitive skills such as analysis, synthesis, and evaluation, and experience activities designed to elicit creativity, imagination, and divergent thinking. They may read and discuss great books or other literature at a high reading level. They may apply the scientific method and problem solving techniques to activities in science and social studies. They may work on the development of research skills and techniques.

Beverly Farms School stresses component 3. Short term units are taught where gifted and talented children study various subjects in depth, apply their skills and knowledge to new problems, and explore topics that may be interdisciplinary in nature. Courses are offered in local history, in ecology, in film making, and in creative thinking and problem solving. The children use texts and other supporting materials, kits, laboratory activities, and opportunities provided by the environment outside the school building. They take field trips where possible to laboratories and computer centers, as well as to different natural environments. Parents and community experts are encouraged to serve as models for the children and to challenge the students according to their abilities.

A fourth elementary school being added to the project will pay particular attention to the humanities and fine arts in an effort to complement the thrusts of the other three schools. Together, all four emphases in the curriculum can serve eventually to lead toward a fully developed elementary school curriculum for gifted and talented students.

It is understood that no one of the model schools has yet a fully developed program or curriculum per se. As each of the several components develop in separate schools, however, the project hopes in time to be able to assemble all the building blocks to make up a rich, demanding, and well conceived curriculum for elementary and middle school use.

Dissemination. The project is specifically planned for dissemination purposes. The three model schools are in three different administrative areas. Three more schools are being added: one more elementary school, one junior high school, and one senior high school. These six schools will mean that each administrative area will have an exemplary school (a) to serve as demonstration and training sites for the Montgomery County public schools, Montgomery County nonpublic schools, state, and out of state personnel, and (b) to focus attention on and encourage emulation of the models throughout the school system. Already three other model schools have been added to the original three.

As the three model schools organize and install their plans and resources, the Department of Staff Development has begun vigorous county level staff development activities in the form of a series of leadership training conferences and continuing inservice courses for teachers, lasting a full semester and carrying three hours of credit. They have been most helpful in spreading awareness throughout the county as well as understanding the needs and school opportunities possible for gifted and talented students.

The Department of Curriculum and Instruction is experimenting with sample instructional

units for gifted and talented. On the drawing boards now are the following:

- Literature (grades k through 2): Folk Tales (animal tricksters).
- Literature (senior high): New Perspectives on Hamlet, Graveyard Poets, etc.
- Social studies (grades 3 and 4): Guatemala.
- Social studies (junior high): The Role of the Media in Elections.
- Social studies (senior high): Agricultural Growth and Development; US History.
- Science (intermediate grades): Energy.
- Science (senior high): Biology I; Cytology.
- *A Handbook for Administrators on the Education of the Gifted and Talented.*

The Department of Curriculum and Instruction in collaboration with the Department of Instructional Media and Technology also sponsored the production of a slide-tape program called "Above and Beyond" which describes efforts of the school system to launch projects for gifted and talented students. This slide-tape, a leaflet called "What You Have Always Wanted To Know about Gifted and Talented," and a descriptive *Program of Studies* for the Advanced Program at the Whittier Woods Elementary School are all ready for dissemination.

The Montgomery County Public School System is well equipped to disseminate information and products of its programs for the gifted and talented. The Department of Educational Media and Technology maintains a reference service for educational materials and is affiliated with and submits materials for inclusion in national information and retrieval systems. Montgomery County Public School System curriculum documents can be purchased through the Division of Supply Management. The Department of Information maintains relations with the media in the Washington metropolitan area and publishes the *MCPS Bulletin* weekly for all public school employees. It also publishes reports and brochures, including *Learning*, a report to the public which is sent to every family in Montgomery County at the beginning of each school year and is available monthly throughout the school year. Through these vehicles, and through their own departmental documents and notices, the Department of Curriculum and Instruction and the Department of Staff Development will disseminate the results of the work on programs for gifted and talented students.

In addition, a series of county and local advisory committees has been established, which serves as a network for dissemination of information. Some of these committees assist county level personnel in the preparation of public information materials. Also to be noted in this connection is the recent inauguration of a Montgomery County Association for Gifted and Talented, a group consisting of parents, citizens, and some professionals, whose task is awareness and dissemination of information.

Related also are ongoing state activities in which Montgomery County participates actively. Mongomery County sent a demonstration team to the State Conference on Gifted and Talented in November 1976 and sends many students to a series of summer state programs for the gifted and talented.

Parent and Community Involvement. This county has a very active and articulate Parent-Teacher Association and citizenry in general. As noted, parents and community are actively involved in the model schools as planners, as evaluators, and as paid and volunteer resource persons. A county task force and a series of advisory committees made up of parents, citizens, and school system employees have been instrumental both in planning and evaluation and in pushing the school system into action. They are joined by a Committee on the Gifted sponsored by the Montgomery County Council of Parent-Teacher Associations and by the new Montgomery County Association. A program of executive internships for gifted high school students links these students with county government officials and leaders of county programs in welfare, the arts, and so forth.

There has also been a long history in the county of liaison with the artistic and performing arts world of greater Washington, and with the work of medicine and science. For example, a series of Saturday morning lectures for able high school students has long been supported by the National Institutes of Health. The National Collection of Fine Arts has opened its graphic arts section for a talented group of Montgomery County students. On the horizon is a potential

liaison between the national Bureau of Standards and the school system on behalf of students gifted in science and mathematics

Inservice Evaluation and Results. As the three model schools organize and install their resources, the Department of Staff Development has begun continuous staff development activities for the county as follows:

1. Four day leadership training conferences for principals (k-12), coordinators, and other area and county leaders—at least one per semester and one during the summer months. The first two days are focused on awareness and major elements of gifted and talented education. A second two days, four to six weeks later, focus on solving problems related to initiating and reporting a school program.

2. Inservice courses and summer institutes for elementary and secondary teachers. As of now, introductory courses are (TC 16A) Teaching the Gifted in the Regular Classroom; (TC 16B) Summer Institute on Teaching the Academically Talented. Advanced or related courses include (TC 02) Analysis of Teaching; (TC 12) Teaching Strategies; and (TC 17) Individualizing Instruction.

Both the leadership training conference and the inservice courses have been well received. The leadership training conferences have had the highest evaluative ratings of any leadership conferences ever sponsored by Staff Development. The inservice courses have good ratings and are oversubscribed.

Contact has been made with Dr. Harry Passow of Teachers College, Columbia University, with regard to sustained inservice help for the teachers in the model schools and their principals.

This Teachers College inservice project and a project to evaluate the model school projects and develop an evaluation design for the county as a whole are in the planning stage. In these projects the Montgomery County schools will be joined by those of Charles County, Maryland. With regard to evaluation of the model school projects both here and in Charles County, initial steps are being taken to lay out instructional and curricular objectives and indicators of progress. It is expected that these will serve as a base for observational evaluations by a small team of local teacher specialists toward the end of the school year. Formative evaluations are continuous and are articulated in the series of quarterly reports to the US Office of Education.

Future. It is hoped that all these efforts can generate local and state funding for future developments of this nature. This hope exists despite the budget crunch felt by all school systems these days. Most important is some regular funding by the state of Maryland. As noted earlier, unlike many other states, Maryland allocates no per pupil funding for gifted and talented students. Some enabling legislation has been passed recently, but as yet no funds are available on a per pupil basis except for a small amount in 1976 for instructional materials.

Contact Persons

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Region IV

		OCT funding
A	Coordination, Personnel Development, and Model Building—Jackson, Mississippi	$ 60,000
B	Gifted: A Member of the Florida Learning Resources System—Tallahassee, Florida	$ 65,000
C	Gifted and Talented Project for Okefenokee Area Schools—Waycross, Georgia	$ 30,000
D	Kentucky Program for Gifted and Talented Education—Frankfort, Kentucky	$ 65,000
E	Mainstreaming Early Childhood Gifted and Talented, Program Planning and Implementation—Raleigh, North Carolina	$ 62,000
F	Mobile Field Lab for Enrichment—Sanford, Florida	$ 15,240
G	Plan of Action for the Gifted and Talented—Montgomery, Alabama	$ 62,000
H	State Activities for the Gifted and Talented—Columbia, South Carolina	$ 55,000
I	Statewide Planning and Inservice for Gifted and Talented Personnel—Atlanta, Georgia	$ 65,000
	Total OCT funding for Region IV:	$479,240

Coordination, Personnel Development, and Model Building

Jackson, Mississippi

Funding Source FY 1976-77
OGT: $60,000 (9/1/76-8/31/77)
State Department of Education: $447,698
Local districts: $321,485

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. This project is a combined effort by local school districts, universities, appropriate professional organizations, various agencies, and parents to encourage the development, expansion, and improvement of programs for gifted and talented students in the schools of Mississippi. Five central objectives are the foundation of this project:

1. To identify and provide training in the gifted and talented area to a core of Mississippi educators through university based summer workshops sponsored by the State Department of Education.
2. To assess local school district needs and provide required services to insure that gifted and talented programs meet student needs through the leadership of the state gifted and talented consultant with the aid of university and other interested personnel and the core of educators trained during the summer workshops.
3. To develop two model programs for gifted and talented students at the secondary level in a rural setting.
4. To conduct ongoing evaluation and revision of the project components for the purpose of making adjustments as required to insure success of the project.
5. To make available upon request information generated during the project.

Population. The project serves administrators, teachers, and special education supervisors of the 1,500 students identified as gifted and talented in the state who receive services from this project. In addition, school districts initiating this program receive consultative and preservice training from the state gifted and talented consultant.

Location. The project is divided into two separate programs: Lafayette County, which houses Project Gateway; and Columbia, Mississippi, which houses the Challenge Lab. Both model programs are located in a rural setting. The state gifted and talented consultant is stationed in the state's capital, Jackson, in the State Department of Education.

Administration and Organization. The assistant director of instruction of the Special Education Section answers directly to the director of instruction and is in charge of services rendered. The state gifted and talented consultant answers directly to the assistant director of instruction. The State Department of Education provides administrative and regulatory services to the two model programs and to gifted and talented classes throughout the state.

Staffing. One full time staff member is employed.

Job Descriptions. The state gifted and talented consultant will:

1. Provide leadership for the state gifted and talented program through activities such as the following:
   a. Assessing local district needs and listing priorities for education.
   b. Promoting and coordinating the development of activities to meet identified needs.
   c. Updating the State Plan for the Gifted and Talented.
   d. Selecting and/or developing multiple criteria for the identification of gifted and talented students.
   e. Promoting and coordinating the development of programs for the gifted.
   f. Providing inservice training for educators involved in beginning and continuing gifted and talented programs.
   g. Developing a professional and community support base for the promotion of programs for the gifted and talented.
   h. Compiling a comprehensive bibliography of materials and human resources available in the area of gifted and talented.
   i. Developing a mechanism for evaluation and revision of programs for the gifted and talented.

2. Implement the 1977 State Plan for the Gifted and Talented by:
   a. Planning and conducting workshops as outlined in the State Plan.
   b. Evaluating workshops.
   c. Planning and coordinating activities with model programs, such as development of a series of programing modules in accordance with existing research and findings of projects; evaluation of models; dissemination of the content of outstanding components; and establishment of a communication network for interchanges of ideas and information on the education of the gifted and talented.

3. Participate in routine office duties, such as:
   a. Participating in local, regional, and national gifted and talented meetings.
   b. Serving on visiting teams for accreditation purposes.
   c. Reviewing proposals from other federal projects.
   d. Performing other professional duties assigned.
   e. Visiting gifted programs throughout the state.

Relationship to Total Education Program. The two model programs are resource classes. Mississippi's definition of a resource program is as follows:

> A resource program is one in which a gifted and talented student is assigned to a regular class and, based on his needs, is pulled out to receive instruction in the resource room under the direction of an endorsed gifted and talented teacher.

Eligibility Requirements and Measurement. In making a decision as to the eligibility of students for gifted and talented classes, the regional screening team is provided a copy of the approved pilot gifted and talented program for the district and will rule in accordance with the identification plan outlined therein. The following kinds of information are suggested to be included as criteria for selection:

1. Individual intelligence tests. The student should score 120 or above.
2. Group scholastic aptitude tests.
3. Teacher designation.
4. Standardized achievement tests.
5. Scholastic record.
6. Special intellectual aptitude.
7. Auditions.
8. Torrance Tests of Creativity.
9. Special artistic aptitude.

Curriculum Description. An enriched curriculum or enriched learning experience for the gifted and talented involves an emphasis on the generation of knowledge and an analysis of relationships between facts and concepts. Within this framework, enrichment refers to the provision of opportunities for exploration of broader and deeper meanings concerning a topic of study. For the gifted and talented, the range of enrichment possibilities is infinite and should be the goal toward which individualized programing is directed. Included within this curricular framework are found independent studies, group dynamics, creative activities, value clarification, development of research skills, group discussion, and brain teasers.

Dissemination. A handbook has been developed by the staff of Project Gateway and a statewide handbook is being developed. *Gift Rap* is a quarterly newsletter which is sent to all gifted and talented teachers in Mississippi.

Parent Involvement. Parent involvement is encouraged. It is highly recommended that orientation to each of the programs be held with the parents of the gifted and talented students and that they evaluate the program at the end of each semester.

Community Involvement. Community involvement has been strengthened through the mentor programs and activities scheduled outside of the confines of the school.

Inservice Evaluation and Results. Inservice training has been readily received by the gifted and talented teachers and regular teachers. The gifted and talented teachers enjoy time spent with one another to discuss various problems or ideas that would be beneficial in their situations. Regular classroom teachers who receive this service believe that it has helped them to better identify gifted children and provide learn-

ing experiences within the classroom that will meet their needs.

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Gifted: A Member of the Florida Learning Resources System

Tallahassee, Florida

Funding Source FY 1976-77
OGT: $65,000 (9/1/76-8/31/77)
State: $37,500
Local: Depends on local district

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. This project provides training for the development of specific teacher and leadership personnel competencies related to development/selection, utilization, and evaluation of instructional strategies and materials appropriate to education of the gifted. Competencies include:

1. Awareness and use of media, materials, and educational technology, resources, and services available at the local, state, and national levels for the gifted.
2. Effective application of prescriptive teaching techniques for the gifted, as demonstrated by:
   a. Ability to effectively design instructional programs for the gifted.
   b. Awareness of educational implications of learner-teacher characteristics, of learner-facilitator characteristics, and of learner-environmental setting characteristics.
   c. Ability to select appropriate learning activities and materials to meet specified curriculum and performance objectives for the gifted.
   d. Ability to assess the effectiveness of instructional procedures and teaching strategies to accomplish specified learner outcomes for the gifted.
3. Effective use of appropriate instructional materials and resources for the gifted, including:
   a. Knowledge of characteristics of effective instructional materials.
   b. Ability to determine content levels of instructional materials.
   c. Ability to select, develop, and adopt instructional materials and resources to meet specified learning needs.
   d. Ability to evaluate materials and resources relevant to gifted student performance outcomes.

Projected outcomes include increased competencies of program personnel in implementation of differentiated curriculum and instructional strategies to insure affective and cognitive student development, guidance, and counseling through the following:

1. Intensive training of gifted and instructional resource consultants representing established district programs.
2. Training of gifted teachers in the participating host districts and adjacent programs.
3. Ongoing consultation and assistance to participating teachers as followup to training.

The following products will also be developed in conjunction with the training components for statewide distribution:

1. *Florida Curriculum Outline for Education of the Gifted.*
2. *Teacher-Developed Materials Handbook.*

Through this project, instructional resource services of the Florida Learning Resources System will be extended to gifted students and their teachers.

Population. The project serves leadership personnel in gifted education, teachers of the gifted, instructional resource consultants of the Florida Resource System, and gifted students.

Location. This project encompasses the entire state of Florida.

Administration and Organization. Responsibility for the project lies with the state consultant for the gifted with the assistance and cooperation of the state consultant for the Florida Learning Resources System with the recommendations and suggestions of the State Steering Committee for the Gifted. The funds for the project are follow-through monies to the local school districts via the established Florida Learning Resources System Centers in the statewide network.

Staffing. The project provides for no new staff members. The existing state and local personnel in gifted education and in the Florida Learning Resources System Centers are implementing the project.

Relationship to Total Education Program. The project is a statewide project providing some assistance to all personnel in gifted education.

Eligibility. Florida has established statewide criteria for eligibility for gifted programs, and the project meets Florida Statutes and Florida State Board of Education rules.

Curriculum Description. Two products will be developed in conjunction with the training components for statewide distribution: *Florida Curriculum Outline for Education of the Gifted* and *Teacher-Developed Materials Handbook*.

Dissemination. In addition to the two products specified, additional project information and materials will be disseminated using existing channels such as the Bureau of Education for Exceptional Students (BEES) Clearinghouse/Information Center, BEES newsletter, and Florida Learning Resources System Associate Center newsletter.

Parent Involvement. Parents are involved as members of the State Steering Committee for the Gifted and at the local level according to Florida Statutes and Florida State Board of Education rules.

Community Involvement. Extensive use of community resources is part of all gifted programs in the state.

Evaluation. Project evaluation entails instruments and procedures including but not limited to the following:

1. Quantitative data and other information necessary to audit internal control, implementation status, and compliance conditions is compiled in adjunct to the conduct of all project activities.
2. Evaluation is a built-in component of all training activities and is based on attitudinal surveys and competency based skills assessment inherent to training objectives, including self report and observer response indices.
3. All project developed products are subject to validation through State Steering Committee for the Gifted review, teacher evaluation, and student response indicators.
4. Information dissemination and materials distribution data is compiled in accordance with established Florida Learning Resources System/Clearinghouse procedures.

Results are structured to provide both formative and summative evaluative data and will be compiled as a final report subsequent to project completion.

Future. Plans call for the Florida Learning Resources System in a two or three year period to be funded by state monies. With this project, gifted education is a part of the Florida Learning Resources System network and therefore would at that time be entitled to its share of state monies to continue as a member of the Florida Learning Resources System.

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Gifted and Talented Project for Okefenokee Area Schools

Waycross, Georgia

Funding Source FY 1976-77
OGT: $30,000
Local education agencies: $50,000
Georgia SDE: $162,000
Okefenokee CESA: $30,000

Project Key. HEW Region IV, Local Education Agency, Rural

Project Description. The project is designed to assist nine local school systems in implementing a program for gifted and talented students. Objectives for the program include resource identification and commitment, staff development, student identification, curriculum identification and selection, program implementation, materials development, parent involvement, and program review and dissemination.

Twelve teachers of gifted students from the nine school systems meet regularly to engage in a comprehensive staff development program. Staff development activities include evaluation of current identification procedures and program design, identification of priorities for program improvement, development of curriculum, identification of resources and review of materials, and development of skills and strategies.

Teachers participating in the staff development phase of the project cooperated in conducting a special enrichment program for 150 gifted and talented fourth, fifth, and sixth grade students during the summer of 1977. The program was housed at two centers geographically located to serve the nine system area. The summer program provided an opportunity for the teachers to work cooperatively in implementing and evaluating a curriculum that they designed. The summer program used parents and community resources, including the Okefenokee Swamp Learning Laboratory, Heritage Center, and local industries to provide students with an opportunity to explore their south Georgia cultural and environmental heritage.

Population. The 12 teachers of the gifted who participated in the project and 150 fourth, fifth, and sixth grade students directly benefited from the summer program. The staff development program for teachers also resulted in improvement of the regular school year program for approximately 750 students.

Location. The school systems of Atkinson, Bacon, Brantly, Charlton, Clinch, Coffee, Pierce, and Ware counties, and Waycross City, located in the southeastern corner of Georgia, are participants in the project. The fiscal agent for the project is the Okefenokee Cooperative Educational Services Agency (CESA), which is located in Waycross, Georgia.

Administration and Organization. The program is administered by the project director, who is employed as a consultant of gifted education by Okefenokee CESA and works under the direction of the CESA director, who receives guidance from the CESA Board of Control. The Board of Control is composed of superintendents of each of the participating school systems. Teachers are employed by the local school systems during the regular school year. Participating summer school teachers are employed by Okefenokee CESA for the duration of the summer program.

Staffing. Ten staff members are employed to carry out project activities. The project director is employed for two months by the project to work with system representatives in designing, implementing, and evaluating a summer program for gifted and talented students. The director also furnishes leadership to all components of the program, coordinates activities, evaluates effectiveness of the project, and disseminates information. A secretary is employed for two months to perform all secretarial duties related to the project. Twelve project teachers are employed by local school systems during the regular school year as teachers of gifted students. They design, implement, and evaluate a special program of study for these students. Extended summer activities for these teachers include cooperative planning, implementation, and evaluation of the special summer enrichment program.

Relationship to Total Education Program. The staff development component of the project is an integral part of the regular school program. The summer school component is an extended learning experience for students and participating teachers. Through the experience of cooperatively designing, working, and evaluating the summer program, the teachers gain valuable knowledge and strategies for strengthening existing programs.

Eligibility Requirements and Measurement. All students from grades four, five, and six who meet eligibility requirements for current or proposed gifted programs in the area are recommended for the summer program. Applications are extended to these students. If refined selection is necessary, random selection procedures are applied to identify participants.

Curriculum Description. During the regular school year, gifted and talented students participate in an enrichment type program for a specified period of time each week in identified school systems. Experiences in these enrichment classes are designed to supplement and extend regular classroom learning. The summer program uses the total community as a source of learning. Activities are designed around the theme, "Our Environment and Heritage—Past, Present, and Future," and are designed to integrate all areas of study.

Dissemination. Newspapers and other media resources are used to disseminate information about the program. Presentations are planned for parents and other local, state, and national target groups. Printed information is also disseminated.

Parent Involvement. Parents are members of the advisory committee, and parent volunteers are used in the project. The staff has surveyed the parents and then integrated their ideas and suggestions into the project.

Community Involvement. The community serves as a basis of study and as a resource bank (speakers, field trips, etc.) to the project.

Inservice Evaluation and Results. Evaluation of the current inservice and special education programs has resulted in the recommendation that other rural areas use the design of this program as a model for inservice training. Problems such as the small number of personnel assigned to the area of gifted, limited resources, and lack of common interest stimulation in small school systems are solved when this type of staff development design is used.

Future. The staff development activities will continue during the 1977-78 school year. Participants will work on objectives identified during the 1976-77 school year.

It is anticipated that the summer program will become an annual program sponsored by the Okefenokee CESA and made available through the cooperation of the nine participating school systems.

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Kentucky Program for Gifted and Talented Education
Frankfort, Kentucky

Funding Source FY 1976-77
OGT: $65,000 (8/31/76-8/31/77)
State: $41,250
Title IV to SEA: $6,000
Title IV to LEA's: $39,204

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The Kentucky Program for Gifted and Talented Education is an initial project designed to provide training to selected teams from local education agencies. The training will better enable them to plan programs for the gifted and talented to be implemented in their respective local education agencies. Information on the project was disseminated to the 120 county school systems, 61 independent school systems, 3 diocesan school systems, and 2 dependent school systems, inviting them to make application for participation in the project. Applicants were asked to sign a commitment form verifying that, upon completion of the training, a program would be initiated using the resources of the school system, since there is currently no state funding for these programs. Through this process, 22 local education agencies were approved by the State Advisory Committee for Gifted and Talented Education.

The 22 local education agencies sent planning teams consisting of administrators, counselors, teachers, and parents to two workshops—the first in April, the second in May. These workshops provided training to the team members in assessment of both needs and resources, identification processes, and program models. The goal of the two workshops was the development of an overall program design for the gifted and talented in the local education agency. Following the workshops for the planning teams, two teachers from each of the participating local education agencies attended a 10 day Teacher Training Institute. The Teacher Training Institute was designed to enable these teachers to develop skills in teaching strategies, content, and techniques for programs for the gifted and talented. Each teacher participating in the institute received three hours of graduate credit in "The Nature and Needs of Giftedness" and

had an opportunity to do practice teaching with gifted students.

As a result of the various workshops and training there is a trained cadre of local resource persons available to assist other local education agencies as they move into the development of programs for the gifted and talented.

Population. The project provides direct benefits to the members of the participating local education agency teams. They will in turn serve other staff within those local education agencies, students in their programs, and, finally, other local education agencies that are helped by resource persons from the first local education agencies trained.

Location. The Commonwealth of Kentucky is divided into 120 counties, each of which contains one or more local education agencies. The 22 local education agencies selected to participate in the training program are geographically distributed across the different regions of the state. They are also representative of the various sizes and organizational patterns of local education agencies in Kentucky. The sizes of the participating agencies range from Berea independent in south central Kentucky with 1,124 students enrolled in kindergarten through grade 12, to Pike County at the eastern tip of Kentucky with 16,852 students enrolled in kindergarten through grade 12.

Each of the participating agencies is located in an area accessible to surrounding school systems in order to make the resource personnel more available to the other systems. The development of programs for the gifted and talented within each of these local education agencies is expected to generate a regional demand from adjacent systems for the development of programs within their own school.

Additional Funding. The Kentucky Department of Education has indicated its support of programing for the gifted and talented by establishing a full time coordinator of programs for the gifted and talented. The position is backed by additional support in the form of services available from the various subject area consultants, guidance and vocational education programs, and exceptional children programs.

Office space and clerical services are provided, as well as the various other services necessary to the maintenance of a full time office. The cost of these services is covered by state funds.

In addition to direct state funds, Title IV funds received by the state for staff development purposes have been allotted to gifted and talented education to assist local education agencies through the state coordinator's office. Title IV funds available directly to local education agencies have been claimed by them in the amount of $39,000 for the implementation of programs for the gifted and talented.

Administration and Organization. The Kentucky Department of Education is divided into various bureaus. Programs for the Gifted and Talented is located in the Bureau of Instruction. This permits working with those curriculum and instruction areas located within that bureau as well as crossing bureau lines to work with other related sections. The coordinator has the authority to direct the project based on the recommendations of the State Advisory Committee for Gifted and Talented Education and the administrative regulations of the Kentucky Department of Education.

The State Advisory Committee for Gifted and Talented Education is a 12 member group appointed by the state superintendent of public instruction. Two members are from the Department of Education, representing the Bureau of Instruction and the Bureau of Education for Exceptional Children. The other members represent local education agencies, universities, and the public. The advisory committee serves to provide statewide input into the various activities being undertaken in the area of gifted and talented education. The elected chairperson of the committee is Ms. Martha Ellison, Director of the Brown School in Louisville, Kentucky.

Staffing. The coordinator of programs for the gifted and talented has numerous responsibilities in the State Department of Education. These include not only administrative duties, but also inservice training and program development for local education agencies. Responsibilities in connection with the project are to oversee its total content, including the planning and coordination of training workshops, development of materials, and evaluation of activities. It further includes followup work with the participating

local agencies in inservice workshops and programs.

Since one objective of the project is the development of resource persons at the local education agency level, the coordinator must see that these persons receive adequate training to assure their service to other local agencies. Use of these resource persons is also directed through the coordinator's office.

Relationship to Total Education Program. Each local education agency participating in the project has designed a program based on its own needs and abilities to implement the program. As a part of their initial planning, each local education agency team worked through its own program design with appropriate persons in the local education agency to assure that there would be no conflicts in implementation of the program. Most programs are designed either to be integrated into regular classroom organization or to be supplemental to basic programing. Whether the program design requires subgrouping or a resource room, the care with which it was designed will assure its harmony with the total school curriculum.

Eligibility Requirements and Measurement. Although eligibility requirements are not a direct concern of the project, the inservice training emphasizes a multimeasure approach that includes an examination of the following areas:

1. Test data, including, for example, intelligence tests as well as measures of achievement, aptitude, and creativity.
2. Performance data, including school grades, observed skills, teacher and peer recommendations, check lists, and scales of abilities.
3. Developmental data, including information not usually available from school records, such as extracurricular activities and biographical information from parents (evidence of early precocity, activities at home and at play).

Curriculum. Since the project is a training activity to aid local education agencies in designing their own programs, a specific curriculum has not been advocated. The training sessions have emphasized the necessity of basic information on philosophy, identification, definition, and so on, being well developed and publicized prior to implementation of a program. Teachers have been trained in appropriate processes and strategies for use with the gifted and talented but have been asked to develop their own content in accord with these appropriate processes and strategies. Assistance has been provided in the content development by State Department of Education consultants and university personnel.

Dissemination. Within the Kentucky Department of Education is a Unit for Dissemination Services. This unit provides linkage to every local education agency in the state, which permits rapid transit of information to and requests from local education agencies. There is also a resource center which houses materials developed by local education agencies or the state education agency. Both of these units facilitate any dissemination activities that are necessary.

Materials to be disseminated include such things as program models, curriculum information, and publications. Examples would be publications from the National/State Leadership Training Institute on the Gifted and Talented or curriculum material from the Talented Unlimited project in Mobile, Alabama.

Parent Involvement. Each planning team has a parent as one of its members. Parents are asked to participate for their input into program design and as potential advocates for community support of the program.

Community Involvement. Community involvement will be important as a supportive component of the program after its implementation in the local education agency.

Evaluation. Each workshop is evaluated to determine its effectiveness in meeting the needs of and providing appropriate assistance to the participating local education agencies. The long term evaluation will consist of an examination of the various programs designed and implemented by the local education agencies. Initial evaluation will be done by the project director, and long term evaluation will be conducted by the Office of Evaluation Services.

Future. Upon the expiration of federal funds there will be a well trained cadre of local education agency resource persons, as well as a state

coordinator who will continue to offer training and assistance to other local education agencies that wish to develop programs for the gifted and talented.

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Mainstreaming Early Childhood Gifted and Talented, Program Planning and Implementation

Raleigh, North Carolina

Funding Source FY 1976-77
OGT: $62,000 (7/15/76-7/14/77)

Project Key. HEW Region IV, State Education Agency, Preschool, Teacher Training.

Project Description. This project is designed to develop a model within the least restrictive alternative concept that could be replicated in North Carolina where gifted and talented children from kindergarten through third grade can receive special services and a differentiated curriculum while being maintained in the regular classroom. Five objectives have been established:

1. To develop in the three basic types of North Carolina local education agencies an early childhood gifted and talented program, a model where the children remain in regular heterogeneous classes.
2. To select and use identification procedures so that the involved gifted and talented children reflect ethnic populations.
3. To develop an inservice program for selected and involved regular classroom teachers to give them the tools to work with their gifted and talented students in differentiating the curriculum within the regular classroom.
4. To promote a program of studies in gifted child education within the University of North Carolina system.
5. To discover and provide curriculum experiences that will develop other talents in addition to academic talents not only for the identified gifted and talented children but also for other children in the target schools and to compare talent development with children in control schools who have not received special attention.

Population. To select the population, 120 potentially gifted children, representing the ethnic composition of the involved grades, were identified in one school in each of the three local education agencies. Due process placement procedures per the North Carolina *Rules Governing Programs and Services for Children with Special Needs 1975* were followed. From this pool, 20 gifted children were selected as the experimental group in each school.

Location. The three local education agencies and schools are a k-3 school in the largest and most cosmopolitan system in the state, a k-6 school in a small city local education agency, and a k-6 school in a rural education agency. These three local education agencies are representative of the three basic types of school systems in the state.

Additional Funding. All the involved regular teachers are on regular state allotments; a rough estimate of state funds can be obtained by multiplying 27 regular teachers times the average 1976-77 North Carolina teacher's salary of $12,034, for a total of $324,918. In addition, some small amounts of state staff development funds have been used for inservice training. The University of North Carolina at Charlotte has given office space and auxiliary support, which cannot be calculated into dollars. Each local education agency has given supervisory and administrative support, which is not translatable into dollars.

Administration and Organization. The state education agency with support and input from the local education agencies, the University of North Carolina at Charlotte, and the Regional Education Office submitted the project as an early childhood gifted mainstreamed model that can be replicated statewide. Upon US Office of Education, Gifted and Talented funding, the state board allotted each local education

agency its pro rata share for its own support teacher, with one local education agency being designated as fiscal agent for expenditures for the director, inservice training, and supply funds.

Staffing. Staff consists of one director and three support teachers.

Job Descriptions. The director is trained in early childhood and gifted child education to coordinate and implement project plans and activities. The director acts as liaison among the three local education agencies, the target schools, the University of North Carolina at Charlotte, and the State Department of Public Instruction; assumes responsibility for the inservice summer institute for target school faculties; coordinates development and selection of instruments and measures of identification; coordinates development of relevant teaching strategies among target school faculties; participates in yearlong continuity training of teachers; gathers data and provides project evaluation; prepares project publication or model; and teaches one course each semester at the University of North Carolina at Charlotte.

The three support teachers participate in the summer institute to train target faculties; work with local education agency target schools in setting up the project; orient school faculties and parents to the project; help the director in selecting measures of identification; assist in the identification and placement procedures following the *Rules Governing Programs for Children with Special Needs* adopted by the State Board of Education in 1975; provide inservice training for regular early childhood teachers; help identified gifted and talented children in the classes by working directly and primarily with the regular classroom teachers in prescribing specific activities for each child commensurate with the needs and abilities of the child; assist in data collection and publication development; and, upon call, orient peripheral schools and the general public on the purposes and processes of the project.

Relationship to Total Educational Program. The project is an integral part of the total educational program in each local education agency even though it involves only one school per local educational agency. It fills an educational and programmatic void at the early childhood level. In the comprehensive planning for gifted and talented program development, this model should enable local education agencies to offer adequate service to most gifted and talented children in their systems while maintaining these children in heterogeneous classes. In each local education agency, support and interest have been exhibited from the administrative staff.

Eligibility. The original 120 children, from whom the 20 per school were selected, were identified by the following means:

1. Teacher/principal recommendation.
2. Existing standardized test scores (no statewide testing program per grade and level exists so this varies from local education agency to local education agency).
3. The Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students.
4. Child interviews (individual).
5. Anecdotal records.

After compilation of data, 20 children were selected to represent the ethnic and sexual ratio of the involved classes.

Curriculum Description. Development of curriculum materials was not an objective of the project. The program has been concerned with developing the optimum environment for exploration and experience based learning. Special activities are planned and executed for expansion, enrichment, and differentiation of the program for gifted and talented students in a broad spectrum of abilities.

Dissemination. At the end of the 1976-77 school year, a manual describing the project, student selection, inservice training, curriculum differentiation, strategies, evaluation, and so forth, was published for statewide dissemination to public and private schools. Each local education agency also has contributed to the development of a slide-tape on the project. The slide-tape has been used before the project's Advisory Council and before each school Parent-Teacher Association and Board of Education.

Parent Involvement. In addition to what has already been mentioned, parents have helped transport and supervise field trips, contributed

additional materials and equipment, and assisted in classes. Parents for the Advancement of Gifted Education, Inc. funded the site visit and enabled the director of the US Office of Education, Gifted and Talented Office, to speak before many of the children's parents.

Community Involvement. The project has received quite a bit of local media attention. Resource persons with special expertise have visited classrooms, and students have made field trips to homes, parks, cemeteries, museums, and other places in the community to expand their experiences.

Inservice Evaluation and Results. By use of formative evaluation, some personnel changes were possible; attitudes, once negative, have become more positive. Many of the regular teachers have involved themselves in the project with enthusiasm, going far beyond expectation; others have exhibited less interest; a few have shown little growth or changed behavior. Inservice or continuity training continues under the director, state consultants, and university personnel. Gifted child educational courses are regularly scheduled at the University of North Carolina at Charlotte. Several faculties have made site visits to other local education agencies or gone on self awareness retreats.

Future. A second level of continuity training will take place in 1977-78, as will a first level for new teachers. If funds are available, a demonstration site will be developed. A second manual will be written and published. When federal funds expire, the model will have been developed and manuals published so that other local education agencies can replicate it. North Carolina has a full service mandate for all children with special needs by 1982. The project model will go a long way in helping the state's 145 local education agencies meet this deadline.

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Mobile Field Lab for Enrichment
Sanford, Florida

Funding Source FY 1976-77
OGT: $15,240 (9/1/76-8/31/77)

Project Key. HEW Region IV, Local Education Agency

Project Description. The major objectives of the Mobile Field Lab for Enrichment are:

1. To operate and improve an existing program for gifted and talented by providing a mobile field lab for enrichment activities.
2. To increase experiential backgrounds of students.
3. To make use of community resources.
4. To provide opportunities for students to know, to communicate, to share, to learn, and to love those things and those people who have helped shape and enrich the human environment
5. To provide enrichment activities (marine biology, historic sites, ecology, etc.) to gifted and talented students from dispersed rural schools where there is no gifted and talented program.
6. To provide opportunities for gifted and talented students to interact with active, self-actualizing people engaged in crafts, arts, trades, and professions of interest to the students.
7. To create collections, displays, and informative presentations of regalia collected on field trips.
8. To share collections, displays, and presentations in creative ways with students in regular classrooms, teachers, and parents.
9. To increase knowledge and awareness of the nature and needs of gifted and talented students in classroom teachers and school principals, and thus to improve teacher attitudes.
10. To provide a demonstration model for replication throughout the United States.
11. To disseminate project information through local, state, and national means.

The project provides funds for bus rental, travel expenses, equipment, and supplies.

Population. Participating in the program are 63 students from 11 schools in the area. The participants include 24 second and third grade children and 39 fourth and fifth grade students. The 11 schools represent three diverse areas. Two of the schools could be classified as middle class: one metropolitan and one rural. Six of the schools could be classified as lower class or inner city schools. The other three schools are in rural locations with farm and migratory economies.

Location. Idyllwilde Elementary is the center for the enrichment program, which draws from 10 other schools. Idyllwilde is a modern pod school located in Seminole County, Florida. Seminole County is 321 square miles in area with a population of 140,000. The county seat is Sanford, with a population of 25,000 and located on the St. John's River at the northern end of Seminole County.

Funding. The project receives federal funds only. The salary of the project director is paid by the county as part of the regular operation of the gifted program.

Administration and Organization. The superintendent and the school board set policy. The project director answers to and reports to the school principal.

Job Description. The teacher of the gifted has the responsibility of identifying and evaluating children of superior intellectual ability and prescribing and providing enriching experiences for those children who meet district guidelines for the program. In addition, the teacher directs the federal project for the Mobile Field Lab as approved by the US Office of Education.

Typical duties are to conduct classroom experiences; supervise field trips; drive the mobile lab; keep educational prescriptions up dated for each child; work with other personnel in the county concerned with gifted programs; prepare all reports as required by law; order materials and keep inventory; and disseminate information.

Competencies should include familiarity with characteristics of gifted children and specialized techniques for motivation. The individual must be resourceful, creative, and possess superior intellectual ability and the ability to plan and organize. A master's degree with course work in special techniques for the gifted is desirable.

Relationship to Total Education Program. The project is part of the regular operation of the gifted program in Seminole County. Idyllwilde School, where the project is based, draws students from 10 other schools in the county. Students are asked to share what they have learned from the Mobile Field Lab project with students in the regular classrooms. Their sharing is in the form of "suitcase lectures," displays, and slide presentations.

Eligibility Requirements and Measurement. In the 11 schools served by this project, there is a total enrollment of 4,026 students in kindergarten through fifth grade. Of this total, only 63 have been identified as gifted and talented. In Seminole County, identification of gifted and talented students begins with teacher, peer, or parent referrals. Screening is accomplished by group achievement tests (CTBS) or individual IQ tests (Peabody, Slosson). Identification is completed by a psychometrist using the WISC (Wechsler Intelligence Scale for Children) or Binet. IQ score must be 130 or above.

Curriculum Description. Students meet only one day a week for enrichment classes, and project related activities consume most of this time. Students participate in planning activities and itineraries to the various sites. Through assigned areas of responsibility, they map the journey, calculate gas mileage, and log the trip. Other students perform as artists, collectors, entomologists, historians, interviewers, journalists, meteorologists, photographers, botanists, soil samplers, water samplers, and ornithologists.

Students make onsite study and analysis through soil and water test kits. Others perform their assigned roles. When they return to the classroom, the students correlate materials gathered and create displays and visual aids in preparation for sharing their information with students in the regular classroom.

Field trips have been made to a national park to observe an endangered species, the manatees; St. Augustine for an immersion in 18th century Spanish history; Miami and the Everglades; the Jacksonville Children's Museum; the state capital, Tallahassee; and the Stephen Foster Memorial in White Springs.

Dissemination. Project information is available on request, and periodic progress reports will be

submitted by the project director. The project director has also generated publicity through local, statewide, and national media.

Parent Involvement. The necessity of obtaining chaperones for overnight trips has directly involved parents in the project. Parents who have knowledge of the site to be visited make suggestions for accommodations and the itinerary. This has resulted in considerable contact with parents.

Community Involvement. The project has made use of many community resources such as the water treatment plant, sewage treatment plant, an exterminator, and the shell museum.

Inservice Evaluation and Results. Due to the untimely death of the project director and delays in receiving the bus, the project has only been in operation since February. Students have been keeping personal logs of their experiences and have correlated materials gathered on the field trips to present to their regular classroom. Each classroom will evaluate the presentations. At the end of each quarter, students will evaluate the effectiveness of their activities, both in the field and in the regular classrooms, as they share their "suitcase lectures." Points covered in evaluating personal effectiveness include knowledge acquired, an estimation of personal growth in terms of concern for others, development and use of each person's creative awareness, and use of that creative potential in sharing experiences with other students.

Future. If funding is not continued the staff will be unable to maintain the field trip experiences. Plans for an alternative program include French, research techniques, chemistry, committee assignments, and oral presentations with an emphasis on environmental problems.

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Plan of Action for the Gifted and Talented

Montgomery, Alabama

Funding Source FY 1976-77
OGT: $62,000 (8/15/76-8/14/77)
State: $30,000

Project Key. HEW Region IV, State Education Agency

Project Description. The Alabama project originally consisted of components in technical assistance, training, and a model program. The late notification of funding affected the recruitment of the personnel necessary to implement the technical assistance and model program components. The state department is recruiting a person to assume full time staff responsibilities in the gifted and talented. The person, when selected, will be responsible for providing technical assistance to local education agencies including the one that will be selected as the model demonstration center.

The inservice component is divided into two parts. The first part is designed for teachers and supervisors of programs for the gifted and talented. This was conducted during the summer at various geographical locations within the state by Dr. Gayle Gear, Assistant Professor, Department of Special Education, University of Alabama, Birmingham. She was assisted by two graduate assistants provided by project funds. The series of workshops has sequential progression and deals with the following topics:

1. Terminology of gifted education.
2. Definition of gifted and talented.
3. Selection criteria.
4. Role of intelligence in the selection process.
5. Characteristics of gifted children.
6. Curriculum for gifted and talented.

The second part of the inservice component is related to regional competencies to update skills and knowledge of personnel working directly with gifted education programs. Several workshops will be held similar to the statewide workshop that used other federal funds to establish a strong awareness and advocacy base in the state. Presentations will be made by selected individuals with expertise in working with gifted

and talented. It will include areas such as the following:

1. Legislation.
2. Program development.
3. Identification of students.
4. Specific teaching strategies.

There are also opportunities for the various groups representing parents, teachers, and administrators to meet and discuss their concerns. In addition, representatives of colleges and universities with approved certification programs in gifted and talented will discuss teacher training, and the Alabama Learning Resource Center will provide materials, displays, and demonstrations.

Population. This project directly serves parents, teachers, administrators, and college students in Alabama. It provides indirect benefits to all gifted and talented children in the state.

Location. The project is located throughout Alabama, with an emphasis on serving the entire state by holding conferences in various geographical areas.

Funding Source. The Program for Exceptional Children and Youth staff provide administrative training and input in the project. The staff consists of one supervisory level person; one state director of exceptional children, and one state paid clerical person.

Administration and Organization. Project activities, at the present time, are the responsibility of the project director, who is designated as supervisor of support services within the Program for Exceptional Children and Youth. This person is directly responsible to the state director of exceptional children who, in turn, is responsible to the assistant director and the director of the Division of Instruction. The director of the Division of Instruction is, in turn, responsible to the assistant superintendent in charge of instruction followed by the state superintendent of education. Contracts to persons as individuals are monitored by the project director. Contracts with the University of Alabama in Birmingham for graduate assistants are also monitored by the project director.

Staffing. The late notification of funding caused difficulties in the recruitment of project staff. The staff in the state education agency are still in the process of selecting an educational specialist. When selected, this person will work full time at the state level to provide technical assistance to the local education agencies and universities.

Relationship to Total Education Program. Program activities are intended to bring together teachers who are teaching special classes for gifted children and teachers in regular classrooms. It is the objective of the project to involve the regular classroom teachers, as they have input into gifted child education through the identification process, through serving on placement committees, and through the teaching of these children when they are enrolled in the regular classes. The project is part of a total effort for all exceptional children in Alabama.

Eligibility Requirements and Measurement. Although students were not directly served through the project during the past year, they will be selected next year for the model demonstration center according to the following requirements:

1. All children will be screened using present test data and teacher recommendations. The University of Alabama in Birmingham began assisting in this effort during the past school year.
2. All children scoring above the 60th percentile will be given an abbreviated WISC.
3. Each child who scores above a predetermined level on the abbreviated WISC will be given a WISC in its entirety.
4. A case study will be developed for each child using the Renzulli model.
5. A planning and placement team made up of teachers, counselors, and psychologists determine placement using Jeffco Placement Board Policy.

Dissemination. This is a decision that will be left to the person employed to provide the technical assistance component.

Parent Involvement. Parents are very much a part of the program in gifted child education in the state of Alabama and are invited to attend workshop activities. Parent representatives have

also been involved in recommending and reviewing applicants for the technical assistant position. Parents also serve on the overall state advisory committee in the area of the gifted and talented and will also be involved in the model project when it is begun.

Community Involvement. This will be an important component in the model project when it is implemented. Currently, community persons are asked to provide various parts of the program plan for the workshop and/or inservice activities. This has been done in the past workshops in the area of gifted and talented and will be continued in the future.

Inservice Evaluation and Results. The evaluation component at the present time is divided into two components. The first part will be a written evaluation by participants of the workshop activity. The second component of the evaluation will be based on the extent to which workshop participants return to their local education agencies and provide others with the training received at the state level. This will be particularly true with the inservice component on the identification of the potentially gifted. A followup questionnaire will be mailed to workshop participants several months following the activity to find out how many persons have received training at the local level and how information received in the workshop has been disseminated.

Future. Alabama has applied for a second year of funding, at which time the project activities will be continued as outlined. From this project has come a commitment by the state of Alabama to employ a person using state funds once project funds have been expended.

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State Activities for the Gifted and Talented

Columbia, South Carolina

Funding Source FY 1976-77
OGT: $55,000 (9/1/76-8/31/77)
State: $350,000 (1976-77)

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The project is designed to provide the following:

1. Ongoing training opportunities for a State Resource Cadre for gifted and talented, accomplished through a leadership training workshop with the State Resource Cadre, a group selected in 1975-76.
2. Planning opportunities for school districts, accomplished through a series of five 2 day workshops with 20 selected school district teams. The workshops deal with orientation, identification, programing, and evaluation. Each district team develops a written plan.
3. Basic inservice training for prospective teachers of the gifted, accomplished through a teacher training institute at Winthrop College involving 30 teachers.
4. Expansion and improvement of two operational programs for the gifted and talented evidencing statewide impact through competitive grants among 10 school districts having operational programs.

Population. The target populations served by this project are a State Resource Cadre, teams from 20 school districts, prospective teachers of the gifted, and two selected school districts evidencing statewide impact.

Location. District workshops accommodating 20 districts representing all areas of the state are held in Columbia, South Carolina. The teacher training institute is held at Winthrop College, Rock Hill, South Carolina.

Administration and Organization. As this is a state project, the organization followed is that which is in existence. The administrative department and personnel included in the total implementation are the State Board of Education, the state superintendent, the deputy superintendent of instruction, the director of the office of

general education, the chief supervisor of curriculum, and the state coordinator of programs for the gifted.

Staffing. One full time staff member is employed.

Job Description. The project employs a coordinator of programs for the gifted, a full time position. The coordinator has the responsibility of assisting school districts in their development and implementation of programs for the gifted. The director is also responsible for administering, through competitive grants, state or federal funds for this purpose.

Relationship to Total Education Program. This project is housed in the Curriculum Development Section of the Office of General Education. Development and implementation of appropriate programs for the gifted and talented is one of 15 major departmental objectives to be accomplished by 1980-81.

Eligibility Requirements and Measurement. Local education agency projects that are competitively funded through this grant must follow state guidelines for selection, which specify a multiple criteria approach. The district may determine the specific criteria and make the final student selections through a committee approach.

Curriculum Description. Local education agency projects funded through this grant provide curriculum experiences appropriate to the gifted population selected. This includes emphasis on higher thinking skills, research, independent and small group work, and environment. At the elementary level this is provided through a resource center approach for a certain period of time each week.

Dissemination. Dissemination is accomplished through planning workshops with selected districts, in the teacher training institute, and by written material developed by the two local education agencies funded through the project.

Parent and Community Involvement. Parent and community involvement is determined by the local school districts as they plan programs.

Inservice Evaluation and Results. All participants in the planning workshops and teacher training institute evaluate their experiences in writing. Each local education agency project conducts its own project evaluation, and the total project is evaluated on the basis of proposed activities actually accomplished.

Future. Workshops will be planned until all 92 districts have participated. There are statewide funding possibilities for program implementation. To promote and implement appropriate programs for the gifted and talented by 1980 is a major objective of the State Department of Education.

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Statewide Planning and Inservice for Gifted and Talented Personnel

Atlanta, Georgia

Funding Source FY 1976-77
OGT: $65,000 (9/1/76-8/31/77)
State: $28,914

Project Key. HEW Region IV, State Education Agency

Project Description. The Georgia project is a statewide activity designed to assist 188 local education agencies develop, update, or expand comprehensive plans for the implementation and operation of special education programs for gifted students enrolled in public schools. It includes training a regionally based cadre of leaders in the area of the gifted and conducting regionally based inservice education and comprehensive planning sessions for veteran and new teachers of the gifted and their first line supervisors. Comprehensive plans aid agencies in meeting mandatory legislation.

The project will accomplish its objectives by:

1. Appointing a six member statewide advisory committee to assist the Georgia Department of Education in carrying out program activities.

2. Training a cadre of approximately 32 leaders from Cooperative Educational Service Agencies and Georgia Learning Resource System Center directors to work with local education agencies in drawing up comprehensive plans and in implementing differentiated instructional programs for gifted children and youth.
3. Working with Georgia Learning Resource System Center directors in planning and implementing inservice training programs for veteran and new teachers and first line supervisors.
4. Employing technical assistants from state colleges and universities that have approved teacher preparation programs in the area of the gifted to work with the Georgia Department of Education in carrying out training and inservice activities.
5. Employing qualified consultants in the area of the gifted to work with the Georgia Department of Education in training the cadre of leaders and in carrying out the comprehensive plans and inservice activities.
6. Holding regional training sessions for local education agency personnel to assist with the development of comprehensive plans.
7. Holding regional inservice training sessions for veteran and new teachers and first line supervisors.
8. Working with the Georgia Association for Gifted Education in planning statewide inservice activities to be held in conjunction with the association's annual conference.

Population. The activities of the project directly affect over 700 professional educators who in turn provide services to between 30,000 and 50,000 public school students. The professional educators include 323 specially trained teachers in the area of the gifted who meet state certification requirements and first line supervisors from 129 agencies, assistant superintendents, superintendents, teacher training personnel, regular classroom teachers, and counselors. The 30,000 to 50,000 public school students represent 3% to 5% of the total school population in the state. These students are enrolled in grades 1 through 12.

Location. The program is statewide, encompassing 188 local education agencies, 16 Cooperative Educational Service Agencies, 16 Georgia Learning Resource System Centers, and 6 colleges and universities in the state. The 188 local education agencies represent school systems ranging in size from approximately 250 students to approximately 100,000 students. They are located in rural, urban, and metropolitan areas. The Cooperative Educational Service Agencies and the Georgia Learning Resource System Centers are regionally located in areas having approximately 10,000 to 12,000 students.

Administration and Organization. The administration of the project is under the direction of the State Department of Education, Education Advisory Program for the Gifted, which coordinates or directs the state program for the gifted. The program for the gifted is located in the section for Instructional Leadership within the Division for Curriculum Development and Pupil Personnel Services, Office of Instructional Services. Policymaking is subject to approval of the Associate State School Superintendent, Office of Instructional Services, and the State Board of Education.

Staffing. Although no staff were employed through project funds, eight technical assistants from colleges and universities that have teacher preparation programs in the gifted have been made available to the 188 local education agencies. This has been accomplished through contracts with three institutions of higher learning.

Relationship to Total Education Program. The directors of the Georgia Learning Resource System Centers, as well as teachers of the gifted and many first line supervisors, are included in special education teacher and leadership units. The state Program for the Gifted is a special education program and is under special education state regulations and legislative mandates.

Curriculum, guidance, and counseling consultants are available to serve in a consultative capacity to teachers and others if needed.

Eligibility Requirements and Measurement. No students are involved in the project at this time. Approximately 21,000 students are currently receiving special programs through the local education agencies.

Dissemination. The project report, comprehensive planning guide, needs assessment instrument, and other project publications will be shared with other states.

Parent Involvement. The project does not call for parent involvement. Local education agencies may involve parents in planning sessions.

Community Involvement. The project at the state level does not require community involvement. Local education agencies may involve community representatives.

Inservice Evaluation and Results. The program and activities are evaluated by competent evaluators within the Georgia Department of Education from the Division of Planning and Evaluation. If needed, outside evaluators are employed to assist with the evaluation process and analysis of results.

The evaluation design and process include:

1. A comparison of the number of new comprehensive plans developed as a result of this program with the number of plans previously on file in the department.
2. A comparison of the number of updated plans developed as a result of this program with the number of plans that need to be updated.
3. A comparison of comprehensive plans before and after program completion to identify changes and improvement.
4. A comparison of the number of leaders in the area of the gifted in the state at the end of the program application year with the number at the beginning of the year.
5. A comparison of the number of inservice activities for veteran and new teachers carried out as a result of this program with the number of activities provided in the past.
6. A comparison of the number of inservice activities for veteran and new first line supervisors carried out as a result of this program with the number of activities provided in the past.

In addition to comparative studies, the evaluation design and process include answering questions such as:

1. Was a statewide advisory committee appointed and did it function?
2. Was a needs assessment instrument developed and used by local education agencies? If so, how effective was it?
3. Was a program manual for program development written and made available to local education agencies? If so, how effective was it?
4. Was a format for comprehensive planning developed and made available to local education agencies? If so, was it helpful?
5. Were three leadership training sessions held to train a cadre of leaders? How effective were these sessions?
6. Was the orientation for new teachers and their first line supervisors held? If so, did it make a difference in the opening of new programs?
7. Was the inservice needs survey instrument developed, disseminated, tabulated, and utilized in planning inservice activities?

Future. Comprehensive plans will be implemented and put into operation with state funds for special teachers, maintenance and operation, and instructional materials. Through the cadre of leaders, inservice sessions should continue. Regional depositories of instructional materials for the gifted were established and operationalized during the project year and will continue to function.

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Region V

	OCT funding
A Advocacy Center for Talent—Bloomington, Indiana	$ 16,059
B A Cooperative, Rural Based Approach to Development of Programs for Gifted and Talented—Athens, Ohio	$ 16,060
C Identifying and Serving Indian Gifted and Talented—Duluth, Minnesota	$ 15,911
D Local Educational Agency Program for Gifted and Talented—Chicago, Illinois	$ 10,071
E Multistate Proposal for Gifted and Talented Students under PL 93-380—Madison, Wisconsin	$200,000
Total OCT funding for Region V:	$258,101

Advocacy Center for Talent
Bloomington, Indiana

Funding Source FY 1976-77
OGT: $16,059 (8/15/76-8/14/77)
State: $1,250
Local: $17,296

Project Key. HEW Region V, Local Education Agency, Mentorship, Culturally Different

Project Description. The purpose of this project is to promote individualized educational programing for gifted and talented students through advocacy by creating an awareness of their unique needs, by establishing liaison relationships with various educational and community resource agencies, by collecting data relative to their education for use in future planning, and by developing and implementing individualized educational programs.

The project is also researching and developing an advocacy model of gifted and talented education suitable for dissemination to local and regional groups that are interested in creating similar centers.

Population. The target population for the project is secondary school students (grades 9 through 12) in the Monroe County Community School Corporation service area. There are 3,763 students enrolled in three Monroe County Community School Corporation high schools; 80 of these students have been referred to the Advocacy Center for Talent office in its first six months of operation. The Monroe County Community School Corporation serves urban, suburban, and rural students, including a large number of foreign born pupils.

Location. The Monroe County Community School Corporation encompasses 360 square miles. Its principal city, Bloomington, is located 49 miles south of Indianapolis, 60 miles east of Terre Haute, 90 miles north of Louisville, Kentucky, and 110 miles west of Cincinnati, Ohio.

Administration and Organization. Policy decisions are made by the project director (with input from the Advisory Council), under the supervision of the Monroe County Community School Corporation coordinator of state, federal, and foundation grants.

Staffing. Two full time staff members are employed.

Job Descriptions. The project director is responsible for the demonstration of competence in gifted and talented education, program development and management, psychoeducational assessment, supervision consultation, counseling, and group processes.

The talent area consultants are selected from community and educational sources and have competence in one or more talent areas. An educational consultant has competence in systems approaches to change in education and a generalist background in gifted and talented education. A Department of Public Instruction consultant for gifted and talented is used as a content and process specialist consultant. An evaluation consultant assists in the determination of effectiveness of program components.

Relationship to Total Education Program. Project Advocacy Center for Talent has been working with the Indiana State Department of Public Instruction to promote the cause of the gifted and talented, specifically concerning the transition of gifted and talented students from secondary to postsecondary education. The project also cooperates with the Developing Exceptional Talent and Ability (DETA) Project for elementary and middle school age students to arrange for presentations, workshops, and other activities.

Eligibility Requirements and Measurement. Students are identified by a screening process using the US Office of Education definition of gifted and talented. Data collected include self referrals and referrals by teachers, counselors, administrators, peers, parents, and community agencies; standardized test scores (Scholastic Aptitude Test, Pre-Scholastic Aptitude Test, Iowa Test of Basic Skills, Differential Aptitude Test); grade point averages; awards, honors, community recognition; in school and out of school activities and interests; and individual assessments by talent area consultants. Students are selected on the basis of a written application that explores the specific talent area(s) and the perceived impediments to the development of the talent(s) within the educational mainstream.

Curriculum Description. This varies according to the expressed needs and interests of each student. Students work individually and/or in small groups in the areas of art, medicine, drama, creative writing, physics, law, logic, career education, counseling and guidance, classical guitar, social psychology, and language including Danish, Italian, French, and Japanese. Each student chooses activities that will assist in the acquisition of stated objectives. Activities are accomplished with the aid of the project director and the talent consultant, and all activities are conducted after regular school hours.

Dissemination. The results of the project will be disseminated through professional conference presentations, newspaper and professional journal articles, a final report to the US Office of Education and to other persons interested in the Advocacy Center for Talent model, as well as through reports to interested local educational and community agencies.

Parent Involvement. Parents are encouraged to refer their gifted and talented children to the Advocacy Center for Talent program. Some parents are recruited to serve as talent area consultants or community resources. A parent group for gifted and talented students (grades 1 through 12) is being organized.

Community Involvement. Community resources (e.g., lawyers, Indiana University professors and students) are identified and recruited to aid int the implentation of the individualized educational programs. The project director is cooperating with the Bloomington Chamber of Commerce to develop a list of community resources to be used in future educational programs for the gifted and talented.

Inservice Evaluation and Results. The project director has major responsibility for the formative evaluation of project development and for monitoring ongoing processes. Students and talent area consultants complete evaluation forms following each project activity.

Data are collected to assess the extent to which project goals and objectives are accomplished, and an analysis of contributive factors is obtained. Relevant information is collected from parents, faculty, students, administrators, consultants, and resource people. This summative evaluation is the responsibility of the evaluation consultant, who is available to the project director for aid in developing formative procedures and data gathering methodologies.

Project Advocacy Center for Talent is also evaluated by the Monroe County Community School Corporation coordinator for state, federal, and foundation grants.

Future. Additional federal funding is being requested for FY 1979.

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A Cooperative, Rural Based Approach to Development of Programs for Gifted and Talented

Athens, Ohio

Funding Source FY 1976-77
OGT: $16,060 (8/15/76-8/14/77)

Project Key. HEW Region V, Local Education Agency, Rural

Project Description. The Southeastern Ohio Regional Education Service Agency is a cooperative of 27 school districts in 10 southeastern Ohio counties. One of the services provided to the districts has been programs for gifted and talented children. The current project was designed to expand these services through a diffusion model approach.

The first step in providing programs for the estimated 3,200 gifted and talented children was the employment of a full time regional coordinator for the gifted and talented program. This coordinator then approached the district superintendents and provided them with awareness workshop sessions on the gifted and talented. The superintendents then designated 48 local district coordinators who worked with the regional coordinator in passing information to the teachers. The teachers and local coordinators develop the actual educational strategies and activities for the children and work with the parents of these children.

Specific development of the project is conducted using the following objectives.

The gifted and talented coordinator will:

1. Make visits to each district where gifted and talented programs are currently in operation and provide appropriate followup technical assistance.
2. Assist local coordinators of those districts wishing to expand or initiate gifted and talented programs.
3. Meet quarterly with the Gifted and Talented Program Advisory Committee to discuss the major goals of the project.
4. Conduct an extensive gifted and talented inservice workshop on curricular strategies in conjunction with Ohio University.
5. Maintain a resource directory of gifted and talented efforts.
6. Make available classroom materials and resources to teachers and local coordinators.
7. Arrange presentations about the gifted and talented programs to groups within the 10 county region and communicate with interested educational agencies outside the region.
8. Develop a regional prototype model and handbook for identification of students and evaluation/development of gifted and talented programs.
9. Conduct inservice workshops on the basis of programs for the gifted and talented for personnel not directly involved with gifted and talented programs.

To provide the best opportunity for gifted and talented children, the project should be implemented in an orderly manner throughout the year. The phases of this project are:

1. Set up a communication network.
2. Conduct workshops.
3. Produce written plans for the program development.
4. Identify gifted and talented students according to state guidelines.
5. Provide followup inservice sessions.
6. Gather resources and promote community involvement.
7. Implement programs.
8. Evaluate programs by districts.
9. Produce project summary.

Population. The project focuses on 48 staff members who were appointed by their superintendents to develop gifted student centered programs. These staff members serve 5% of the total student body, or approximately 3,200 gifted and talented children.

Location. The region consists of 10 counties: Athens, Gallia, Hocking, Jackson, Meigs, Monroe, Morgan, Perry, Vinton, and Washington. The region is located in the heart of Ohio's 28 county Appalachian section.

The total student population of the 27 school districts is approximately 65,000. Like other school districts in the Appalachian region, the 10 county region possesses the following characteristics:

1. Sparse pupil populations spread over large areas.
2. Geographic isolation due to hilly terrain and poor transportation facilities.
3. Per pupil tax valuations and expenditures far below the state average.
4. Unemployment rates above state average.
5. Per capita incomes well below the state average.

Additional Funding. The Southeastern Ohio Regional Education Service Agency, the Appalachian Regional Commission, and the Ohio Instructional Resources Center have helped to support the project by providing an office, materials, and a secretary. The local districts have also invested approximately $8,000 of local funds in the consortium.

Administration and Organization. The Governing Board of the Southeastern Ohio Regional Education Service Agency is composed of school administrators who are elected by the representatives of the 27 school districts. Reporting to this Governing Board is the director of the agency, who is responsible for the administration and direction of all projects and the supervision of staff members who coordinate the various projects. A coordinator for the gifted project sets the activities of the project and facilitates local district involvement.

Staffing. The full time project director and regional coordinator is the only staff person. The coordinator receives some assistance from the cooperative administration of all the agency's projects and sometimes acts as a team member with the other project coordinators.

Relationship to Total Education Program. The project is designed to reinforce the current educational agencies in the region so that they are able to identify and provide programs for their gifted and talented children. It also functions as part of special education in the overall consortium approach.

Eligibility Requirements and Measurement. Eligibility requirements are not a concern of the project since it does not provide direct services to students. The inservice training encourages the districts to use multifactored measures, which include objective measures as well as nominations and evaluations by professionals such as teachers, administrators, school psychologists, curriculum specialists, artists, and others with special training.

Curriculum Description. The project is not directly responsible for curriculum development but does suggest, through inservice training, that the districts develop individualized educational programs for the gifted and talented. Emphasis is placed on a differentiated educational program that recognizes high cognitive concepts and processes and is adaptable to the varied learning styles of gifted students. The inservice training specifically focuses on enabling educators to develop a curriculum that will (a) foster an interdisciplinary approach to creativity and (b) develop problem solving skills.

Parent Involvement. The project coordinator is involved in helping parents and educators organize common goals in gifted education. Consultation services are provided to parents who contact the regional coordinator. The regional coordinator then works with both the concerned parents and the local district coordinators to develop, modify, or expand a program for the gifted children. Parent meetings are also held regionwide. Local coordinators are responsible for contacting the parents of gifted children and encouraging them to attend the meetings.

Local committees considering gifted and talented programs have parent representatives. Parents are notified if their children qualify for the special programs and are asked to give their permission.

Community Involvement. Both the regional and local advisory committees include community representatives. Some of the gifted and talented programs use community members as learning resources.

Evaluation. The project is evaluated based on several different types of information including:

1. The number of persons attending the inservice workshops and their ratings of the training received.
2. The number of gifted and talented children identified and the number of program options in operation at the end of the project year.
3. The requests for information and services received by the regional and local project coordinators.
4. The results of evaluations of local programs, including the students' performance in those programs.
5. The results of subsequent needs assessment.
6. The results of an evaluation of the regional project coordinator, which will be conducted by a committee comprising superintendents, local coordinators, teachers, and the director of the Regional Education Service Agency.

Future. It is expected that the objectives described will result in most of the gifted and talented students in the participating districts being involved in programs at the end of the year or being ready for involvement in 1977-78. Also, a majority of the participating districts will have operating programs or will be ready to start programs in 1977-78.

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Identifying and Serving Indian Gifted and Talented

Duluth, Minnesota

Funding Source FY 1976-77
OGT: $15,911 (8/15/76-8/14/77)

Project Key. HEW Region V, Local Education Agency, Culturally Different

Project Description. The following goals were set for the project:

1. To identify the gifted and talented Indian youngsters of Duluth.
2. To develop a skills tutorial program for the gifted in math and reading.
3. To develop a cultural enrichment program for the gifted and talented.
4. To develop a program in creative writing for the Indian gifted.
5. To develop a summer enrichment program using field trips and experts in art, traditional techniques, creative writing, heritage, and language.

Population. The program serves approximately 155 Indian children who are in the top 25% of the district's 685 American Indian students.

Location. The project is located in the Duluth Public Schools. Duluth is located at the tip of Lake Superior, which is close to the ancestral home of the Ojibway Indians. Today, it is a shipping and retail center with a population of just over 100,000 persons. Included is an American Indian population of about 2,000 persons. Within 25 miles of Duluth is the Fondulac Indian Reservation. The Nett Lake and Grand Portage Reservations are 100 miles and 140 miles from Duluth, respectively.

Administration and Organization. The program is administered by the director of Indian education, who is advised by the Duluth Indian Education Parent Board. The advisory board is an elected body which is responsible to the Duluth Public School District 709 School Board.

Staffing. Four full time staff members are employed: one consultant and three tutors.

Job Descriptions. The consultant's responsibilities are to gather academic data on the Indian student population, to conduct and evaluate the Torrance Tests of Creative Thinking, to gather teacher recommendations, to survey the Indian community for youth with outstanding abilities valued by the culture, and to interview prospective students. Qualifications include knowledge of data procedures and analysis, experience or demonstrated ability in working with the Indian community, and a knowledge of Indian culture.

The responsibilities of the tutors are to tutor the gifted in reading and mathematics, to develop materials for classroom use, to provide diverse instruction (small groups, clusters, large groups, individual, multimedia), and to observe Indian children for special characteristics, including insight and wisdom of their culture, leadership ability, knowledge of their culture, the ability to use their own culture to function satisfactorily in the dominant society, creativity, mathematical abilities, and writing skills. Qualifications include a knowledge of Indian culture, fluency in the Ojibway language, and demonstrated instructional ability.

Relationship to Total Education Program. The project uses as many programs within the school system as possible in order to develop the skills of gifted children beyond existing programs. For the gifted low achievers, the project seeks to motivate and reintegrate into existing services while providing special programs that go beyond the normal classroom experiences.

Eligibility Requirements and Measurement. The gifted and talented Indian child is identified in the following manner:

1. Highly original responses on modified Torrance Tests of Creative Thinking. The verbal forms A and B have been adapted to the cultural differences of the specific Indian tribal cultures in the area.
2. Recommendations of teachers who are advisers to existing Indian student clubs or those who have been identified by the Indian community as possessing sensitivity to the native population.
3. Scores in the top 25% of the Indian students on standard measures of academic ability and achievement such as the Comprehensive Test of Basic Skills.
4. Observed behavior demonstrating leadership potential or ability. The primary identifica-

tion criterion is outstanding abilities valued by the culture.

Curriculum Description. In the first year of the project, emphasis was placed on identification rather than on program considerations for the target population. The project is currently using available and existing materials with adjustments in the conventional teaching techniques. Adjustments include:

1. Concrete presentation of material with a minimum amount of time devoted to teacher lecture.
2. Emphasis on inquiry training and creativity.
3. Affective education which initially uses concrete, external sources rather than student discussion of their own feelings.
4. Presentation of material that leads from specific situations to inductive thinking.
5. Use of Ojibway cultural values in child rearing for discipline (positive reinforcement).

Dissemination. In order to ensure proper dissemination of the materials to areas within and outside of the district, the dissemination plan includes the establishment of channels of dissemination to the state Indian organization, the Branierd Indian resource center, all state Indian college level programs, the State Department of Education and the Indian Education Section, the National Indian Education Association Conference (pamphlets and booth), and Project MEDIA, which evaluates Indian education materials and assists in dissemination on a national level.

Parent Involvement. Parents are involved in various aspects of program design and implementation through the project's advisory board, the Duluth Indian Education Parent Board.

Community Involvement. The community is informed of the project through articles in the Indian Education Newsletter and is involved through the parent advisory board and as resources for the program.

Evaluation. The evaluation plan is based on the goals of the project. For goal 1, the results of the Torrance Tests of Creative Thinking, academic charts and data, and teacher recommendations serve as the evaluative information.

For goal 2, evaluation consists of adherence to the time line schedule and responses from no more than 10% of the students to the following questions:

(a) Do you feel you received anything from the program?

(b) Was the program useful in your in-school class work?

(c) Was the tutorial stimulating?

For goal 3, evaluation consists of adherence to the time line schedule and responses from no more than 10% of the students to the following questions:

(a) Was the program useful for your own personal growth?

(b) Was the program stimulating?

To evaluate goal 4, a questionnaire was devised for all students taking part in the program to measure the relative worth they felt they received from the program. For goal 5, all students and 25% of the parents were questioned about their feelings on the relative worth of the program.

Future. As the program becomes established, it is hoped that it will incorporate all schools in the gifted and talented program. It is also the aim of the program to develop the leadership capabilities of the students so that one of the program graduates will assume leadership of the program in the future.

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Local Educational Agency Program for Gifted and Talented

Chicago, Illinois

Funding Source FY 1976-77
OGT: $10,071 (8/15/76-8/14/77)
Illinois Office of Education: $10,000

Project Key. HEW Region V, Local Education Agency

Project Description. The purpose of this project is to expand gifted programs cooperatively sponsored by the Chicago public school system and local museums by establishing programs at the Chicago Historical Society and the Art Institute are yearlong programs offered on a citywide basis. Participating students receive credit to be applied toward meeting the requirements for high school graduation. Students are selected to reflect the ethnic and racial cross section of the metropolitan area. The programs are taught by the staff at the respective museums.

Population. The population served consists of high school junior and senior students who have been identified by local criteria as academically gifted. There are a total of 21 students receiving services.

Location. The project sites are the Chicago Historical Society and the Art Institute, which are centrally located and readily accessible to the students by public transportation.

Administration and Organization. Since this is a cooperative program, there is no true chain of command. Policy making and most decision making are a shared responsibility involving the project director, the director of the Gifted Programs Office, education directors of the respective museums, and the museum staff assigned to teach the programs. Decisions as to curriculum content are made by the program teachers subject to approval by the education department directors and the project director. Decisions regarding selection of museum staff to work with the museum classes are made by the education directors. Contact with schools regarding nomination of student candidates, credit for classes, and attendance is the responsibility of the project director. Selection of students for the programs is decided by the project director and museum program teachers. Evaluation is the responsibility of the project director, teachers, and education director.

Staffing. Four full time staff members are employed.

Job Descriptions. The project director is the present coordinator of the Gifted Program Office's four other museum programs. Since 1970, the project director's responsibilities have included coordinating museum staff input to the cooperative programs; teaching the principles of museology to the student participants in the Field Museum program, acting as liaison between the museums and local schools; initiating and implementing the programs at the Adler Planetarium, Shedd Aquarium, and Lincoln Park Zoo; and evaluating all of the cooperative programs. Responsibilities for the 1976-77 federal project include the above tasks plus coordinating the entire project; administering and supervising the project programs and expediting implementation and solutions to managerial problems; coordinating activities of the project with all other related activities operating in the Chicago gifted programs; maintaining time lines and altering project schedules when necessary to realistically conform with necessary and available resources; providing for dissemination and technical assistance to other educational representatives, community groups, and local parents; and implementing the overall evaluation procedures.

Museum staff involved in programs are selected by the education directors at the respective museums on the basis of their knowledge of the museum and their willingness to teach a class on a weekly basis.

Relationship to Total Education Program. The two components of the federal project are organized similarly to the four museum components implemented through state funding. Each of the six museum cooperative programs has Chicago public school curriculum course code numbers assigned to it, carries public school grade credits, and is correlated with the city's advanced curriculum in language arts, social studies, science, and art.

Eligibility Requirements and Measurement. Students must be at the junior or senior level and submit applications which include a statement of why a student wants to be in a program, class rank, teacher recommendation, and Scale for Rating Behavioral Characteristics of Superior Students by Joseph Renzulli and Robert Hartman. The factors considered in selection are evidence of high giftedness, racial and cultural balance, geographic and school distribution, and public and nonpublic participation. Students are interviewed to determine their interest in the programs.

Curriculum Description. The curricula of the two programs include museum studies and study of the museum collections, art history (Art Institute), and Chicago and Illinois history (Chicago Historical Society).

Through museum studies the students learn about the responsibilities of the curatorial department: collecting, research, and exhibition; the conservation department: care and preservation; the department of museum education: interpreting the collections for museum audiences; and research facilities: library and study collections. Talks from staff members, behind-the-scenes tours, demonstration tours, team and independent projects in designing an exhibit, and research, group discussion, and field trips to other museums are included in the museology classes. The rationale for the curriculum is that it provides subject matter not available in the traditional classroom. The students are in immediate contact with what they are studying, and the museums involved constitute learning laboratories of unlimitged resources.

Dissemination. Dissemination is through reports to the US Office of Education, Educational Resources Information Center (ERIC), American Museum Association, Illinois Office of Education, and state gifted program offices. Dissemination of information about the program is made through radio (WBEZ), a brochure, conference presentations, and correspondence with interested school systems.

Parent Involvement. Parents are involved in the final evaluation of the project and are invited to attend special class projects.

Community Involvement. The cultural institutions of the community are involved by providing classes for gifted students. In addition to attending classes at the Art Institute and Chicago Historical Society, students visit other museums and cultural institutions in the community.

Inservice Evaluation and Results. Ongoing evaluation is done on an informal basis through discussion of program activities and objectives while the project is in operation. Both programs are evaluated by the project director using a Class Activities Questionnaire. Students evaluate their participation in group or team problem solving activities through use of the Analysis of Team Effectiveness form. Final evaluation includes interviewing museum staff and administration with a focused interview schedule. All students in the program receive a questionnaire eliciting their opinions on their experiences in the programs. The parents of students in the programs are surveyed on their interpretations of their child's experiences in the programs. These data are analyzed by program and cross sectionally by response.

The criterion for success on student objectives is that students will accomplish at least 80% of the objectives successfully. On the student questionnaire and interview schedule, items requiring a fixed response will have an 80-90% agree or yes answer. Other items are subject to content analysis and are compared to responses collected in the other museum programs in the last five years.

Future. Both programs are continuing in 1977-78 with funding from the Illinois Office of Education.

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Multistate Proposal for Gifted and Talented Students under PL 93-380

Madison, Wisconsin

Funding Source FY 1976-77
OGT: $200,000
Local Education Agency: $37,500
State Education Agency: $60,000
Section 47 of the State Aid Act: $200,000

Project Key. HEW Region V, State Education Agency, Consortium

Project Description. This project consists of the six states constituting Region V, each working toward the betterment of services to gifted and talented children. A spirit of cooperation had been developing in Region V as evidenced by the many activities and successes of an earlier gifted project that began in 1974 following the

submission of a proposal to the US Office of Education. The apparent success of this group is further attested to by the unanimous decision to proceed with a new consortium proposal under Public Law 93-380.

The federal desire to return more power to states and localities, coupled with the congressional mandate to evaluate gifted and talented education, provided the rationale for intensification of regional involvement in this area of educational concern. These consortium based states have attempted to show over the past two years that state education agencies, the Regional Office of Education, and the US Office of Education can effectively coordinate an interstate effort to reinforce, complement, and strengthen comprehensive planning and implementation efforts at the regional, state, and local levels of government.

Each of the six states in the consortium has a separate set of goals and activities relevant to that state's needs in the area of gifted and talented education.

Minnesota. The Minnesota Gifted Education Master's Program is a program of graduate education to prepare potential leaders in the area of gifted and talented elementary and secondary education. The program is provided under a federal grant from the US Office of Education. The Minnesota State Department of Education is coordinating the program in cooperation with the state universities of Bemidji, Mankato, Moorhead, St. Cloud, and Winona.

The Minnesota Gifted Education Master's Program began with two summer sessions held in St. Paul, Minnesota. The state universities grant 15 quarter credits for the summer sessions including the practicum. Each candidate completes the remaining 26 credits of course work leading to a master's degree on the campus of one of the participating state universities. Completion within three years is strongly encouraged.

Stipends totaling $500 each are awarded to 25 candidates upon the successful completion of summer course work. A panel from the Minnesota State Advisory Committee for the Gifted selects the candidates.

The first Minnesota Talented Youth Mathematics Project, funded by the federal government through the Minnesota State Department of Education, is now in operation. The project's goal is to offer three fast paced mathematics classes to seventh, eighth, and ninth graders in the Twin City and Duluth metropolitan areas. The classes cover Algebra I and Algebra II in approximately 30 two hour sessions.

Indiana. The Indiana Department of Public Instruction through this project is developing a statewide leadership program. This is done by the training of planning teams, by developing and implementing national replication programs (e.g., The Johns Hopkins Study of Mathematically Precocious Youth) for the gifted and talented, and by developing a broad set of policy guidelines in each curriculum content area. The project incorporates the use of content area authorities to work with local gifted and talented educators in developing policy guidelines and in replicating certain programs. The development of policy guidelines is occurring within the broader framework of a statewide needs assessment in gifted and talented education and in-depth local assessments by participating local education agencies.

The project is directed by the department (specifically by a part time gifted and talented coordinator along with 10% time of specific content area consultants). The department's role is to integrate the development of diverse policy guidelines into curriculum guides and handbooks and to manage the replication of the Hopkins project. Currently, program activities and policy guidelines are being developed in the areas of foreign language, language arts, early childhood and elementary, environmental education, and secondary-post secondary continuity.

Wisconsin. The Wisconsin component addresses the need to provide statewide leadership and coordination to local school districts and interested others through the establishment of a position state supervisory for gifted and talented education.

Working in cooperation with the State Superintendent's Advisory Committee on Gifted and Talented, the state supervisor has tried to bring direct services to local school district personnel through inservice workshops. Such workshops have focused on creating an awareness of and understanding for gifted pupils in the hope that local districts could begin planning programs for this group of pupils. A second objective is

the development of regional leadership training teams, which would be made available to local districts in workshop settings. Such teams will provide expertise in the areas of awareness and identification, programs, and curriculum. Thirdly, the state supervisor serves as a coordinator through whom all inquiries, requests, legislative concerns, and so forth will flow. This activity includes expansion and improvement of the resource center loan program begun under former funding.

Illinois. Project SIG, Summer Institute on Gifted, seeks to bring together potential change agents in the field of gifted education from all Region V states for training and to provide them the opportunity to learn through the interaction of the assembled group and its cadre of consultants. Participants develop skills in identification of the gifted, assessment of their educational needs, application of appropriate educational interventions and teaching strategies, and consultation strategies to aid program development. These goals and objectives are accomplished through seminar, lecture, demonstration, simulation, micro teaching, and informal interaction.

Ohio. This component's main objective is to provide five regional inservice workshops for local education agency personnel. The workshops are designed to develop skills that will be translated into instructional programs for gifted and talented students. Needs assessments, analysis of delivery systems, and evaluation and implementation of change are subobjectives.

Strategies for accomplishing the objectives include:

1. Selection of instructors and facilitators from university and local education agency staffs in five regions in Ohio to prepare inservice curriculum and select teacher faculty for delivery of the program.
2. Employment of an external evaluator to aid in planning and evaluating the effectiveness of the workshops.
3. Development of a state resource center to aid teachers in Ohio and to help supplement the inservice programs.

Michigan. Michigan at present has 12 pilot programs for gifte and talented students. The projects are located throughout the state and range from the elementary level to the secondary level. Each pilot program has its individual methodology for accommodating the gifted, including grouping and enrichment procedures. The funds received through the interstate consortium are used to bring the pilot program staff members together on a regular basis for an exchange of ideas, discussion of program problems, and work on evaluation techniques. Evaluation instruments, based on the program's objectives, have been developed by project staff. In addition, workshops were held during the summer of 1977 for persons throughout the state who work directly with gifted and talented students in their classrooms and who have program responsibilities beyond the classroom.

Population. The population served by this project encompasses a wide range of income groups and ethnic diversities, rural and urban areas, and agricultural and industrial work forces.

Location. The project encompasses all of Region V, which includes the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Administration and Organization. The consortium project is administered through the Wisconsin State Department of Public Instruction. Each component state receives its administrative direction from its individual state education agency.

In Minnesota, administrative responsibility rests with the Minnesota State Department of Education through the state gifted education coordinator and the coordinators of the Minnesota Gifted Education Master's program and the coordinator of the Minnesota Talented youth mathematics project.

In Indiana, the State Department of Education coordinates the activities of the gifted and talented in each content area. Consultants from the Division of Curriculum are responsible for carrying out the program.

In Ohio, policy determinations are made as necessary by the state consultant for the gifted and administrative supervisors. There are program facilitators for each region within the state who coordinate the total program in each region.

In Wisconsin, administration is through the State Department of Public Instruction.

In Illinois, the state coordinator for the gifted acts as director of the project, with the assistant director serving as evaluator. The coordinators of the project are staff of the Area Service Center at McKendree College who operate under the aegis of the Illinois Office of Education. All coordinators make policy decisions relative to the project, with consensus being reached in all cases.

The Michigan program for the gifted is located within the General Education Division of the State Department of Education, Specialists Unit.

Staffing. The project employs 21 full time staff members and 14 part time employees.

Job Descriptions. In Michigan, one project coordinator is paid through state funds. A second staff member is a policy fellow with the project until August 1977. Salary for this position was paid through consortium funds.

In Illinois, one project coordinator and an assistant coordinate the program, select and contact all participants, provide the overall instructional basis for the program, provide followup services to all participants, and provide appropriate resources, both human and nonhuman, to the project in order to carry out objectives.

In Wisconsin, one consultant for the gifted and talented provides leadership in the development of a statewide program for education of the gifted and talented and organizes efforts for implementation of the program. A one-quarter time secretary is also employed.

The regions of Ohio employ the following staff. Region I: one pupil personnel administrator, county school district, and two assistants, coordinators of county and city gifted and talented programs; Region II: one regional gifted and talented coordinator and two assistants; Region III: one regional gifted and talented coordinator and one assistant; Region IV: one university chairperson of special education, two assistants, one county coordinator, and one city teacher of gifted and talented programs; Region V: one university professor of gifted and talented programs, one county coordinator, one city coordinator, one city teacher, and one program evaluator.

Indiana has five part time employees: one gifted and talented coordinator, one foreign language consultant, one language arts consultant, one early childhood consultant, and one environmental education consultant.

Minnesota has three part time directors, three teachers, and three teaching assistants.

Relationship to Total Education Program. The Minnesota Gifted Education Master's Program will prepare 25 outstanding teachers for leadership roles in gifted education in Minnesota. It is demonstrating the value of acceleration in mathematics for gifted students in the Twin Cities and Duluth metropolitan areas.

Since Ohio is part of the consortium, each local education agency person involved in the inservice training will provide a similar service in his or her own district.

In Wisconsin, the supervisor of gifted and talented is an integral part of the Division for Instructional Services and works in close cooperation with all members of that division in coordinating activities to serve the gifted and talented. Services are readily available to local school districts and other education agencies throughout Wisconsin.

As part of the six-state consortium, the Illinois component involves representatives from all the surrounding states and provides direct training to these representatives in order to improve the total thrust of all Region V state education agency programs.

In Michigan, the project staff members assist personnel in other program areas to identify giftedness and talent in their particular fields. For example, project staff members have worked with the vocational education service area in the development of a state plan for the gifted and talented in vocational education.

Eligibility Requirements and Measurement. In Minnesota, 48 of the top 58 scorers in the Twin Cities and all 25 of the top scorers in Duluth on the SCAT test were selected to participate in the fast paced math program.

Criteria for selection include demonstrated interest in local school and community projects for the gifted, teaching experience in public or private schools, professional promise as assessed from application information, and nonacademic attributes that reveal a candidate's "dimensionality" as a human being.

Acceptance in the Minnesota Gifted Education Master's Program is contingent upon enroll-

ment in a graduate program at one of the five participating state universities. Preference is given to candidates under contract for the 1977-78 school year in order to insure that they make use of their training immediately.

In most Wisconsin districts a multiplicity of screening and identification procedures is encouraged. Each district is allowed to determine the extent of pupil participation in each of the six areas of the US Office of Education definition.

In Ohio, no students are directly involved in this project except in demonstrations in the regional workshops. They are selected by the local facilitators based upon their location. These children are from local programs for the gifted and talented.

Any public school district in Michigan may make application for section 47 monies to develop pilot programs. All persons in Michigan employed by a school district in the state are eligible to attend the summer workshops.

Curriculum Description. In Minnesota, the curriculum for teachers enrolled in the program includes involvement in a practicum at the elementary or secondary level, work on curriculum development, investigation of current research, organization of gifted programs that include the identification of gifted students, work in group dynamics, and development of appropriate thinking strategies. Curriculum for students includes 27 two hour class meetings in Algebra I and II.

The curriculum in Ohio is based upon a needs assessment profile completed by each participant. This varies by region depending on the level of need of the majority of participants.

Each pilot program in Michigan has its own curriculum design, depending upon individual needs. All pilot programs, however, share the six state objectives of the consortium. Instruments have been developed for evaluating each of these objectives.

Dissemination. In Minnesota, a press release was distributed to newspapers in the districts where the students live. *Update*, the State Department of Education newspaper that is distributed to every teacher in Minnesota, carries articles about the program. Quarterly reports on both projects are submitted as part of the multistate project report.

In Indiana, the policy guidelines that have been developed in each content area are distributed throughout the state and are disseminated to the consortium members.

In Illinois, a project report is generated with the main component being evaluation. All participants, Region V state education agency consultants, and US Office of Education officials have received copies.

In Ohio, dissemination varies by region depending on teacher followup in the local education agency. An overview publication of the inservice activities is planned by the state education agency to be a part of the state resource center.

Dissemination in Michigan is carried on through the department's Experimental and Demonstration School Project.

Parent Involvement. A parent orientation session was held after the Minnesota Math Search. The director of the project is on hand at all class sessions and conducts informal sessions with parents who bring their children to the classes.

In Wisconsin, the state supervisor is a voting member of the Wisconsin Council for Gifted and Talented, a parent advocate association. Materials have been loaned to parents from the resource center, and numerous communications in writing and by phone have been held with concerned parents. The supervisor has made many presentations to parent groups throughout the state.

In Ohio, parents are involved optionally as observers.

In Michigan, a 20 person state commission for the gifted and talented has been appointed with approximately half of the members being lay persons. Each of the pilot programs has a community based advisory group.

Community Involvement. The advisory committee for the Minnesota project is composed of representatives of various segments of the community.

In Wisconsin, contact and correspondence have been maintained with professional and service groups throughout the state.

Community involvement in Ohio varies by region. Universities are involved as hosts and provide faculty in all regions. Other community agencies are involved as they become available.

Each of the pilot programs in Michigan has a community based group.

Inservice Evaluation and Results. No inservice evaluation is included in the Minnesota project. Some of the courses have open registration for teachers other than those involved in the project. The University of Minnesota is undertaking formative and summative evaluation on both the student and teacher components of the project.

The project in Indiana is evaluated in terms of the following variables and complies with guidelines developed by the commissioner: (a) the number of participants, names, addresses, agency, affiliations, and zip codes of all participants; (b) the number of sessions attended by each participant; (c) participants' perceived utility of the workshops and their effect on stimulating program development efforts; (d) editing of policy guidelines and summary report; and (e) publication of a monograph.

In Illinois, the state gifted child specialist performs an on-site evaluation of the three week institute, using both a formative and summative approach. Criteria includes process and product quality indicators.

In Ohio, an external evaluator has created the needs assessment profile and bases the evaluation on pre- and postsession interviews and specific participant performance objectives. Periodic evaluation is conducted using surveys of participants, standardized test results of children following the workshops, and a measure of the extent to which the participant can provide followup workshops in their local education agencies.

The summer workshops in Michigan are carefully evaluated. The first is for persons who work directly with gifted and talented students in their classrooms, either on a grouping or enrichment basis. The second is for those who have program responsibilities beyond the classroom.

Future. In Minnesota, plans were made to continue the projects in 1977-78. In addition, a proposal was submitted to the Robert Sterling Clark Foundation to continue and expand the projects. It is anticipated that the teacher preparation institutions will continue as part of the teacher training component.

The second year of the project in Indiana is designed to provide for state leadership personnel to follow through with previous program efforts, to provide for replication of certain national projects, and to secure statewide policy guidelines in the content areas of arts/music, social studies, science, and math.

The future is promising for gifted and talented in Wisconsin. There are 12 Title IV-C projects funded for the 1977-78 school year. Gifted and talented pupils will be included for high cost allocation in local schools under Title IV-B. The regional training leadership component appears to be close to implementation. The state supervisor will be supported with other than 404(C) funding, which will allow Wisconsin to further develop its inservice plan.

In Illinois, it is anticipated that each participant will generate programs in his or her own state and provide leadership in all areas required to stimulate the growth of gifted education. The Illinois institute model will be available to all those interested in replication.

Ohio workshops will be replicated regionally and in individual local education agencies. University awareness and concurrent additional course offerings with degree programs are long range goals. It is hoped that continuation of inservice training can be accomplished by the cooperation of local, state, and university fund sources. The resource center will continue to be expanded and modified using state funds.

In Michigan, the evaluation instruments developed on the basis of the state objectives will be used to evaluate the 12 pilot programs. In addition, data will be collected for another year on the instruments themselves to determine their reliability and validity. When these data on the instruments have been collected and analyzed, they will be generally disseminated. Information on the pilot programs will continue to be disseminated.

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Region VI

		OGT funding
A	Project Gifted and Talented in the Arts—New Orleans, Louisiana	$ 16,433
B	Texas Regional Leadership Clusters Project—Austin, Texas	$ 89,000
	Total OGT funding for Region VI:	$105,433

Project Gifted and Talented in the Arts

New Orleans, Louisiana

Funding Source FY 1976-77
OGT: $16,433 (1/15/77-7/15/77)

Project Key. HEW Region VI, Local Education Agency, Visual and Performing Arts

Project Description. This project is designed to identify students who are gifted and talented in the visual and performing arts at three participating junior high schools within the New Orleans Public School System. It provides arts experiences through an intensive five week summer program. The grant period extends from January 15, 1977, to July 15, 1977. The project provides a learning atmosphere that will enable students who are capable of high performance or who have demonstrated potential abilities in the visual and performing arts to foster interrelatedness of the arts in order to extend horizons, to project goals for themselves, and to enter high school programs with heightened levels of awareness, increased interest, and positive attitudes towards their abilities and interests. The project also provides an early identification process for talented students at the junior high school level so that their eligibility for gifted and talented programs at the high school level is predetermined or recognized. In the program, students are provided broad experiences through individual guidance, through interdisciplinary fluency, and through the use of visiting artists, performing troupes, student discussion groups, and dialogues.

Population. The program benefits 90 selected students from three participating junior high schools.

Eligibility Requirements and Measurement. The criteria for selecting students from the seventh through ninth grade were established through the following instruments:

1. Checklists for classroom teachers.
2. Checklists for special arts teachers.
3. Self nomination forms.
4. An audition and interview process.
5. Checklists for nominated students.
6. Principal's recommendation.
7. Parental approval.

The selected artists/teachers provide measuring tools that assess ability on the basis of high performance or recognized outstanding potential. Students who score in the 80th to 95th percentile are accepted.

Curriculum Description. The curriculum focuses on the concept of an interrelatedness of the arts using the following art forms: line, space, shape, movement, light, color, sound, texture, and rhythm. This concept enables students to extend their horizons and project greater goals for themselves. The curriculum allows for individual experiences in the preestablished area of arts interest. This concept also enables students to further develop their thinking processes and supports their desire to develop their abilities and interests to the full extent of their potential. The program includes small group interaction, and this process will further develop and stimulate participatory and communicative skills.

Location. The project is located in urban New Orleans.

Administration and Organization. This project employs a program coordinator who works directly under the supervisor of cultural resources. This person is responsible for the administrative coordination of all elements of the program, which include student identification, placement auditions, scheduling and design of arts programs, hiring staff, dissemination of program information, and coordination of all other elements of the project including evaluation.

Staffing. The number of staff employed is seven.

Job Descriptions. A coordinator and six artists/teachers were selected on the basis of previous experience with gifted and talented students. They are responsible for assisting in the process of auditions, interviewing, scheduling, designing the intensive five week summer program, disseminating program information, and providing a program of visiting artists.

Relationship to Total Education Program. The project interacts with the New Orleans Center for Creative Arts for gifted and talented students. The staff includes four artists/teachers from the center. Student performing troupes also provide additional programing for the 90 selected students.

Dissemination. Program information is disseminated through documentation and videotape. A written description of program design, curriculum, and activities will be compiled. Program instruments include nomination forms, checklists for students, self nomination forms, audition guidelines, and parental consent forms. Additional information includes audition statistics and program scheduling.

Parent involvement. A parent attitudinal survey will be implemented in order to secure parents' reaction to their child's experiences in the summer program. Types of questions asked include:

1. Has your child expressed pleasure or enjoyment about the work that he or she does in Project Gifted?
2. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted?

   Very challenging _____
   Somewhat challenging _____
   Not at all challenging _____
   No answer _____

Community Involvement. Local resource specialists are used in the five week summer program. Local media services are also involved.

Inservice Evaluation and Results. The project is evaluated by listing the objectives, showing the strategies employed, and reporting the end results. The evaluation process was designed by the project coordinator and an evaluation specialist from the Office of Research and Evaluation (New Orleans Public Schools).

Future. After federal funds expire, additional support will be sought through the Office of Special Projects (New Orleans Public Schools).

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Texas Regional Leadership Clusters Project

Austin, Texas

Funding Source FY 1976-77
OGT: $89,000 (8/15/76-8/14/77)
State and local: $134,050, approximately

Project Key. HEW Region VI, State Education Agency, Teacher Training

Project Description. The Texas Regional Leadership Clusters Project is one which coordinates the Texas Education Agency's leadership function with the delivery system of the 20 education service centers of the state. Methods and strategies developed by the National/State Leadership Training Institute are used in the implementation of the project plan. The project is for leadership training in the education of gifted and talented, for establishing exemplary programs in selected school systems of the state, and for disseminating information about replicable program practices.

Population. The project has trained a total of 134 professional educators in gifted education. These trained professionals will affect approximately 145,000 gifted and talented students.

Location. This is a statewide project, reaching each of the 20 education service center regions of Texas. Each education service center identifies at least one local district in each region to serve as a pilot program site and also assists other interested school systems in the area. The leadership skills training is conducted in Austin.

Administration and Organization. The project is administered by the state program director for gifted and talented students and supervised by the associate commissioner for educational programs for special populations. The program director works closely with an agency team on gifted and talented and with a committee of executive directors of the education service centers and coordinates the effort through team leaders identified in each region.

Staffing. State funds support the project staff; no project funds are used. The project is staffed by two professional full time personnel: a program director with experience and competencies in management and gifted education and an intern/consultant with experience and skills in

gifted education. A secretary is also employed on a half time basis.

Relationship To Total Education Program. The objectives of the Texas Regional Leadership Clusters Project reflect the goals of Texas Public school education, those of the State Plan for the education of the gifted and talented, and policies and priorities of the State Board of Education, which are awareness, leadership training, and model replication.

Eligibility. Local school districts participating as demonstration sites are developing model plans that include appropriate criteria for identifying gifted and talented students to be included in the program.

Curriculum Description. Personnel from the participating agencies receive skills training in an institute setting during the year. The Texas Leadership Training Institute on the Education of the Gifted and Talented is conducted by the National/State Leadership Training Institute on Gifted and Talented and is offered in three phases: program planning, refinement of identification procedures and evaluation, and curriculum development. The trainees study the most effective procedures, techniques, program designs, and resource materials for education of the gifted.

Dissemination. Information about the project is disseminated by printed descriptions of the project; presentations by staff of the Texas Education Agency and education service centers; regional presentations and demonstrations; distribution of regional program planning guides; and the final project report.

Parent and Community Involvement. Several education service center teams have parent representation. All regions plan to include parents in the implementation of the project by involving them in planning and by providing guidance in the development of local parent groups. Local districts are involving parents and community appointees and volunteers in planning and implementing local programs and are developing parent groups to support their programs.

Evaluation. The training program is evaluated by an outside evaluator. The Texas Education Agency receives an evaluation report after each phase of the training and a final evaluation report after the training is completed.

The regional plans are analyzed by consultants from the Texas Education Agency and Leadership Training Institute for strengths and weaknesses in program planning, and the teams are incorporating suggestions and overcoming deficiencies in their plans. The regional teams submit activities reports to the Texas Education Agency which indicate the manner and extent to which the plans are being implemented.

Throughout the project, committee and team leader meetings provide oral feedback. This feedback and suggestions for improvement are used to make any necessary changes.

Future. The Texas Education Agency plans to continue with the regional leadership team approach when federal funds expire. The education service centers are the mechanism for delivery of services to local schools and are ideal for multiplying the effects of any educational program. Under the leadership of the agency, the education service center teams will continue to assist local districts in program planning and staff development for the education of the gifted and talented.

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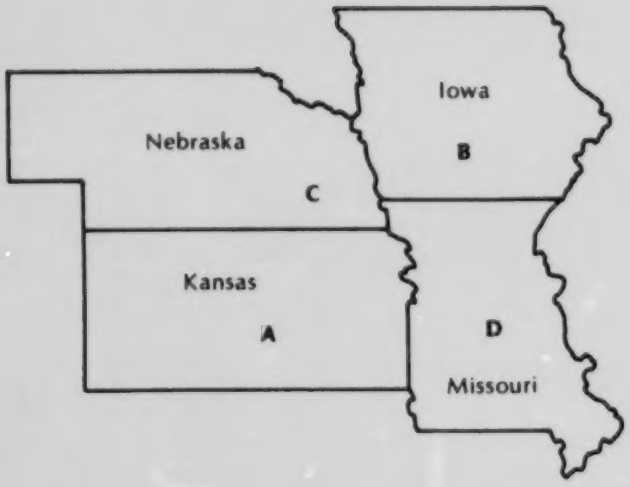
Region VII



	OGT funding
A Implementation of Programs for 18 Unified School Districts—Colby, Kansas	$ 8,000
B Iowa Gifted and Talented Project—Des Moines, Iowa	$40,000
C Nebraska Inservice Model for Teachers of Gifted and Talented—Lincoln, Nebraska	$25,000
D Training Institute for Gifted and Talented—Jefferson City, Missouri	$20,000
Total OGT funding for Region VII:	$93,000

Implementation of Programs for 18 Unified School Districts

Colby, Kansas

Funding Source FY 1976-1977

OGT: $8,000 (8/15/76-8/14/77)

State reimbursements: $4,000 and 80% travel per program

Local buy-in: $7 per student per district, through the Educational Cooperative

Local buy-in: $65.80 per day of consultant time, through the Educational Cooperative

Project Key. HEW Region VII, Local Education Agency, Rural, Mentorship.

Project Description. This project provides for financial and informational assistance to facilitate implementation and maintenance of gifted programs in the 11 northwestern counties of Kansas. The sparsely populated and rural areas lack the industrial taxation benefits and cultural advantages of the urban areas. Kansas has mandated gifted education by July 1, 1979, but there is little chance that the small rural school districts and attendance centers will be able to afford these programs without assistance. From the aspect of a rural educational cooperative, and through a consultant, this project was designed to assist each interested district with money for travel, tuition, and books for the Kansas Honors Symposium, consultative assistance, and materials and supplies to meet the esoteric needs of gifted students.

Population. The student population for the Northwest Kansas Educational Cooperative is 11,257. Many of these students have not been outside the northwest Kansas area and have little or no acculturation by most standards. However, from past screening and more detailed psychometrics, significantly more children are being identified as gifted than was previously expected (2 to 5%).

Location. Northwestern Kansas is located in the midwestern high plains. The elevation averages about 3,500 feet above sea level. The climate is harsh, and the only major industry is agronomy.

Administration and Organization. The gifted consultant is one of several educational specialists. The consultant is responsible to the director of special education and to the executive director of the Northwest Kansas Educational Cooperative. The project is handled exclusively by the gifted consultant and the Northwest Kansas Educational Cooperative clerk, answerable only to the Office of Education's gifted branch. Each district must identify someone within it to oversee the gifted programs, and the district should assist with certification requirements.

Staffing. No staff is employed.

Relationship to Total Education Program. The project is a positive complement to the existing program for the gifted offered to 20 school districts and is one of numerous special educational, vocational, and curricular services offered by the Northwest Kansas Educational Cooperative.

Eligibility Requirements and Measurement. Students are identified by a number of different criteria. Kansas has mandated gifted programs for students earning an IQ score of 135 and above on the Wechsler or Binet. The Kansas State Department of Education will reimburse programs that identify students by 21 other criteria. Students for the Kansas Honors Symposium are usually chosen by class standing. This project tries to support all aspects.

Curriculum Description. Some of the programs consist solely of individual study where students may learn and receive credit in areas not offered in the normal curriculum (e.g., physics and photography). Most gifted programs, however, are on a lab type prototype. These are generally broken down into three main aspects:

1. Time for an entire class project (e.g., radio programs, plays, assemblies, field trip preparation).
2. Small group time when students with similar interests may study French, electronic music construction, geneology, energy forms, and other topics.
3. Individual project time, where students have contracts or proposals for their own course of study.

Dissemination. The project has received written contacts from a number of states and from Canada, numerous phone calls, and several visits by teachers and representatives from similar organizations.

Parent Involvement. Parent participation is an integral part of initiating gifted programs, and regular meetings to encourage parental input and research are scheduled.

Community Involvement. Community resources are used for mentors and shadowing techniques. The community is informed, through organization media, as the program progresses.

Inservice Evaluation and Results. Evaluation forms are given to participants. This is a continuing part of the Northwest Kansas Educational Cooperative and is not exclusive to this project. Although there have been some negative comments from parents concerning the choice of study material made by their children, most evaluations have been favorable.

Future. A continuation grant has been submitted in an attempt to stimulate the school districts that have chosen not to be a part of this project and to bolster the existing programs. However, programing for the gifted will continue whether or not the continuance is granted. More and more positive aspects will be seen from what has already been done—from student self concept to the "filter down" effect in the schools.

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Iowa Gifted and Talented Project
Des Moines, Iowa

Funding Source FY 1976-77
OGT: $40,000 (9/1/76-8/31/77)

Project Key. HEW Region VII, State Education Agency

Project Description. The project is a leadership training project for delivering services to gifted and talented children in Iowa. The project operates through a diffusion model with leadership training delivered to 15 area education agencies, which in turn work with program awareness, development, implementation, and evaluation at the local education agency level.

Fundamental to successfully conducting the training activities is an educational linkage system established by law in the state of Iowa in 1974. A system of intermediate units for administrative and support services was established between all local school districts and the Department of Public Instruction to replace the outmoded county system. These 15 intermediate units are called area education agencies.

The linkage system consists of four links when described according to three operational units and one target unit. Link 1 is the Department of Public Instruction, which has overall responsibility for the project and trains area education agency personnel. The Department of Public Instruction gifted and talented consultant performs the necessary tasks. Link 2 is the area education agencies. The impact is now multiplied by 15. Area education agencies have responsibility for training local school district teams and teams from institutions of higher education. Since there are 450 school districts in Iowa, the multiplying factor is potentially 450. The area education agency personnel trained by the Department of Public Instruction are multiplier operators. Link 3 is the local school district, which is represented by a team trained by area education agency personnel. Team members attempt to implement specific competencies and transmit the competencies to classroom teachers not in the original training program. Classroom teachers and students interact directly with trained team members from the local school districts. Thus, the target for link 4 is the classroom. The multiplying factor is immensely increased at link 4 to an estimate of over 20,000.

The goal of the project is to provide qualitatively differentiated educational programs to meet the unique needs, interests, and abilities of the gifted and talented in the state of Iowa. The objectives are:

1. To train selected area education agency leaders to serve as catalysts and multipliers in the implementation of programs to meet local education agency needs of gifted and talented.
2. To train local education agency personnel in competencies necessary for identifying the gifted and talented, assessing their needs, and alleviating those needs.

3. To provide educators with a multimedia packet of materials, which operationally assists them in furnishing differentiated programs for the gifted and talented.
4. To form and maintain a communications network for broadcasting the needs of the gifted and talented and encouraging support to alleviate the needs of the gifted and talented.

Population. Area and local education agency personnel receive direct benefits from the project. It is anticipated that they in turn will effect an increase in the number, scope, and quality of programs for gifted and talented students.

Location. A little more than half of the people of Iowa live in urban areas, and the majority of urban residents live in the state's metropolitan areas. Seven cities with populations of more than 50,000 comprise more than half of Iowa's urban population. The remaining half of the people of Iowa live in rural areas, and most of these rural residents live on farms. The farm population is estimated at 662,000 persons. The state has 450 local public school districts serving 640,000 pupils in kindergarten through grade 12. In addition, approximately 70,000 pupils are enrolled in nonpublic schools.

Additional Funding. The Iowa Department of Public Instruction pays 50% of the salary of the consultant for gifted and talented, who also serves as project director. The state also provides computer services and informational materials.

Administration and Organization. The project director is the consultant for gifted and talented program development within the Curriculum Division of the State Department of Education. The chain of command consists of the project director; director, Curriculum Division; associate superintendent, Instruction and Professional Education; deputy state superintendent; and state superintendent.

Staffing. The project director devotes 50% of time to the project and is the only staff member supported through project funds. The project director's major responsibilities are:

1. To carry out the goals and objectives of the Iowa Gifted and Talented Project.
2. To assist in implementing the goals and objectives of the State Plan for Gifted and Talented Students.
3. To cooperate with the state gifted and talented consultant so that leadership activities are coordinated, supplementing and reinforcing each other.

Relationship to Total Education Program. Although the project is located in the Division of Curriculum, activities are coordinated with several other state education units such as special education, career education, guidance, and urban education. The project has also involved many organizations such as the Iowa Association for Supervision and Curriculum Development and the State Councils of English, Social Studies, Math, Science, and Environmental Education.

The project is designed to reinforce the total education program to serve gifted and talented children in Iowa. By strengthening the leadership capacity of state, area, and local education agencies, the project will effect long term incorporation of gifted and talented programs at all levels in the state educational structure.

Eligibility Requirements and Measurement. Students do not receive direct benefits under this program.

Curriculum Description. Although development of a curriculum for the gifted and talented is not a direct concern of the first year of project funding, it is recommended to area and local educational leaders that the curriculum:

1. Be qualitatively different.
2. Meet the gifts, talents, and learning styles of the identified students.
3. Use a variety of options and designs.
4. Consider the unique conditions and resources of the local school and community.
5. Relate to the total curriculum.

The curriculum for the inservice leadership workshops for educational personnel varies depending upon the needs of each local education agency. Most workshops focus on one or more of the following:

1. Increasing awareness of the needs of the gifted and talented.

2. Developing local and area written plans.
3. Developing identification methods and instructional materials and strategies for the gifted and talented.
4. Developing pilot or inservice programs.

Parent Involvement. Although parents are not directly involved in project activities, several members of the Iowa Talented and Gifted Organization are parents.

Community Involvement. There is no community involvement during this phase of project activities.

Evaluation. Several different modes of assessment are used for formative and summative evaluation. The main concern in the formative evaluation is determination of the degree of project implementation as planned. Summative evaluation pertains to product quality.

Procedures for evaluating objective 1 include (a) maintenance of a log on the development of each area education program; (b) maintenance of a log and self administration of a class activity questionnaire by each instructor at the institutes; (c) administration of a pretest and posttest on cognitive and affective changes made by institute participants; and (d) completion of a participant interview schedule by each participant at the conclusion of the institute.

Objective 2 is evaluated using the same techniques as for objective 1 plus an analysis of products generated by the sessions.

Evaluation of objective 3 involves completion of an impact assessment questionnaire by recipients of packets, and objective 4 will be assessed through an objective questionnaire on the impact of the document produced to achieve this product.

The success of the project will also be evaluated by the number of plans developed and implemented by area and local education agencies and the number of followup leadership workshops held by area education agencies.

Future. The objectives for the future are:

1. To provide full time staff not tied to federal funds.
2. To coordinate the special funding appropriated by the legislature for inservice training with project activities.
3. To provide full time leadership in gifted and talented education at each area education agency.
4. To have funding for the gifted and talented included in the state funding formula.

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Nebraska Inservice Model for Teachers of Gifted and Talented

Lincoln, Nebraska

Funding Source FY 1976-77
OGT: $25,000 (8/15/76—8/14/77)

Project Key. HEW Region VII, State Education Agency, Teacher Training

Project Description. The Nebraska Inservice project has the overall goal of strengthening education for gifted children in the state of Nebraska. This goal will be accomplished by the implementation of the following objectives:

1. Acquisition of all creativity materials known by and available to the project staff for review, analysis, and inclusion in a teacher training model.
2. Preparation of an instructional packet using teaching skills and strategies for teaching the gifted and talented in the area of creative and productive thinking. The packet is in the form of a catalogue, which consists of specific creativity labels, sample activities to accomplish the objectives in certain curriculum areas, and an annotated listing of quality materials that can be used to accomplish such objectives. The catalogue can be used for instruction independent of the resources listed or in conjunction with one or more of the resources.
3. Assembly of teacher trainers from throughout Nebraska at three different geographic sites

in the state for training sessions in the use of creativity materials, teaching strategies, and implementation of local inservice models.

Population. The inservice model is built upon the idea of eventually directly benefiting the children of Nebraska. Training involved 100 persons from state colleges and universities, educational service units in the state, and innumerable school districts who assembled to be trained in the skills of fluency, flexibility, originality, elaboration, creative problem solving, and group dynamics. A special inservice manual was developed and used for the project.

Location. The project serves the entire state, which is predominantly rural and suburban.

Administration and Organization. Major administration and organization is from the project director. There is an advisory council made up of persons throughout the state and weekly consultations with the state consultant for the gifted.

Staffing. One part time director is employed.

Job Description. The director is employed half time by the state of Nebraska to operate the project. The director coordinates the management, inservice training, and materials components of the project and conducts the summer inservice workshop at three locations in the state. The director has been responsible for soliciting the participants in the training sessions and for writing and assembling the 622 pages of the *Celebration of Creativity Catalogue*.

Relationship to Total Education Program. The project acts as a catalyst for gifted education, especially in the western portion of Nebraska where few comprehensive gifted programs exist. There has been a cooperative effort between the state department and the federal project in every respect.

Curriculum Description. The curriculum used consists of activities tied to specific objectives and an annotated list of materials for teacher use. The Nebraska project on creativity and creative problem solving has compiled a catalogue of materials to aid the summer inservice program. This catalogue is a direct result of a state needs assessment conducted in 1975.

Dissemination. Teacher trainers from throughout Nebraska assembled at three different sites geographically distributed across the state (Omaha, Kearney, and Scottsbluff) for training sessions in the use of creativity materials, teaching strategies, and implementation of inservice models at the local level.

Inservice Evaluation and Results. The project is evaluated at the summer inservice session by reactions of the participants to an appropriately designed questionnaire. This aids in planning future workshops and in assessing attitudes toward the experience. Project staff also administer an inventory before and after the summer workshop, which assesses increased creativity and use of skills for teaching creativity. A planned followup will assemble the teacher trainers. There are also periodic newsletters with feedback information received from participants.

Future. Nebraska has applied for a continuation grant for FY 1977-78 and hopes to employ two persons, half time, to continue the project. One person will disseminate the materials for kindergarten through grade 6 via inservice training to school districts and the 15 educational service units in the state. That person will also publish a newsletter and facilitate the teacher training. Due to the large area Nebraska covers, there will be quite a lot of travel involved. The second person will assemble and create materials for grades 7 through 12 for inservice workshops in three Nebraska locations in the summer of 1978.

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Training Institute for Gifted and Talented
Jefferson City, Missouri

Funding Source FY 1976-77
OGT: $20,000 (9/1/76-8/31/77)

Project Key. HEW Region VII, State Education Agency, Teacher Training

Project Description. This project focuses on the following activities:

1. The development of training modules that include competencies as an initial effort. These competencies are clustered around commonalities and are used as a basis for selecting appropriate instructional material for the training modules. The training modules are in a dissemination form and are applicable to both preservice and inservice training.
2. A statewide evaluation design. This evaluation is required of districts participating in state funding and is in addition to their own district's evaluation as described in their project application for state funds. The development of this evaluation design includes instruments that assess the attitudes of parents, students, teachers, and administrators participating in gifted and talented programs.

Population. The population necessary for establishing a statistical measurement of attitudes includes parents, teachers, students, and administrators in 21 local gifted and talented projects funded in Missouri.

Location. The project covers all school districts in Missouri participating in state supported gifted and talented programs.

Administration and Organization. The grant is administered through the Department of Elementary and Secondary Education. The consultant for programs for the gifted and talented is responsible for administration of the grant. The competencies development is contracted with the University of Missouri, Columbia, Missouri 65201. The evaluation questionnaire was developed by the director of gifted and talented programs, Ferguson-Florissant, Missouri, in conjunction with the Planning and Research Division of the St. Louis Public School System.

Staffing. Two full time project directors are employed.

Job Description. The people filling these positions must have demonstrated teaching experience, proficiency in research and computer technology, and training or experience in gifted and talented education.

Relationship to Total Education Program. This project is part of the Missouri Department of Education and adheres to the guidelines of that department. The evaluation questionnaire includes instructions and other technical information for districts to use in conducting sampling techniques for appropriately assessing the attitudes of the four populations. (*Appropriate* indicates recognition of the sampling procedure by a specialist in sampling procedures.) Statistical data on validity and reliability for the four sets of questionnaires are provided with the final product. Instructions for administering, scoring, and determining mean scores are developed for district use and include instructions for use of evaluation results.

Eligibility. The project uses a multidimensional approach to determine the eligibility of students. Each district has the option of selection of criteria but cannot include more than 5% of the total school population (limited by state regulation). Each district must show evidence of lack of resources to provide for the specific educational needs of the gifted and talented it has identified and must base its request for state funds on such criteria.

Curriculum Description. The competency based program is geared to all types of teacher training options. The evaluation design is primarily an instrument to measure attitudes of parents, teachers, administrators, and students participating in gifted and talented programs. The instrument provides feedback to participating districts to allow them to modify programs and make program decisions dependent upon the evaluation.

Parent Involvement. Parent participation is required as a result of the questionnaire development. Parents are members of the project advisory board and have input at this point.

Future. It is anticipated that after two years Missouri schools will have the following:

1. A competency based gifted and talented program.
2. Integration of those competencies into training modules for preservice and inservice training.

3. A statewide evaluation design that will provide feedback for program modification and a uniform system for reporting to legislators.
4. A procedure for developing an individual educational program for each gifted and talented child.

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Region VIII

	OCT funding
A Colorado Project for the Gifted and Talented—Denver, Colorado	$ 30,000
B Development of Education for Gifted and Talented Students in North Dakota—Bismarck, North Dakota	$ 32,000
C GIFTS: Giftedness Inquiry for Teachers and Students—Cheyenne, Wyoming	$ 55,000
D South Dakota Project for Education of the Gifted and Talented—Pierre, South Dakota	$ 55,000
Total OCT funding for Region VIII:	$172,000

Colorado Project for the Gifted and Talented

Denver, Colorado

Funding Source FY 1976-77
OGT: $30,000 (8/15/76–8/14/77)
State: $6,000

Project Key. HEW Region VIII, State Education Agency.

Project Description. The major goal of this project for 1976-77 was to enable all gifted and talented students in Colorado to better meet their unique learning needs. Project activities were designed to:

1. Encourage school and community persons to recognize and meet the needs of children across a number of potential or demonstrated talents.
2. Encourage school districts to apply a more systematic approach to gifted and talented program planning in order to assure building-wide commitment to appropriate and differentiated learning experiences for students.
3. Provide, upon request, consultant services to Colorado school districts demonstrating an interest in the development of gifted and talented programs.
4. Provide consultant assistance and encouragement to Colorado Title IV-B and C projects for the gifted and talented.
5. Develop through selected Colorado Boards of Cooperative Services a dissemination network providing an intermediate agency linkage to rural school districts in Colorado.
6. Develop appropriate guidelines for the identification of gifted and talented students.

In addition to the continued refinement of those activities, a major activity for 1977-78 is the initiation in selected Colorado school buildings of a comprehensively planned, three phase pilot project (talent search) for multiple talent development. A major emphasis is given to establishing a flexible reorganization of learning environments (staffing, facilities, and resources) to encourage the ongoing identification of gifted and talented students applying the concept of "total exceptionality" and to design individualized learning programs appropriate to their identified educational needs.

Population. The project serves all eligible public school students, teachers, school administrators, school boards, colleges, universities, and the general public at large.

Location. This project encompasses the entire state of Colorado.

Administration and Organization. As a statewide project, administration comes directly from the Colorado State Board of Education. The commissioner and assistant commissioner of education provide direct input to the project manager. Policy making is the responsibility of the State Board of Education.

Staffing. The staff includes one person full time and one person one-quarter time.

Job Descriptions. The project manager is responsible for consulting with each local education agency servicing gifted and talented children and for assisting each agency in its implementation of the identified project activities. A secretary is also employed one-quarter time.

Relationship to Total Education Program. This project interacts with each unit in the state education agency. The project also supports current priorities of the State Department of Education, which include school climate improvement, staff development, information capacity, and dissemination and diffusion.

Eligibility Requirements and Measurement. The state of Colorado has adapted multiple talent descriptions from federal guidelines. There are no specific screening criteria or mandated procedures required of local education agencies wishing to develop gifted and talented student programs. It is suggested that, wherever possible, school programs should encourage the identification of gifted and talented students as an *ongoing* process, based upon observed student performance. Students should be provided opportunities for self selection into appropriate experiences in order to stimulate possible latent talents. Testing should serve specific diagnostic and prescriptive purposes rather than global screening purposes.

Dissemination. The project has published an informative brochure.

Community Involvement. The project provides support and consultant assistance to the Colo-

rado Association for the Gifted and its chapters at the school district level.

Inservice Evaluation and Results. Project evaluation is in progress.

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Development of Education for Gifted and Talented Students in North Dakota

Bismarck, North Dakota

Funding Source FY 1976-77
OGT: $32,000 (8/15/76-8/14/77)
State: $5,000

Project Key. HEW Region VIII, State Education Agency

Project Description. The overall goal of the project is to establish a program for the gifted and talented in the public schools. In order to meet this goal project activities have centered around three major objectives:

1. Inservice training of administrators, teachers, and parents to increase their awareness of the need for special programs for the gifted and talented.
2. The development of guidelines for programs for the gifted and talented.
3. The development of materials, such as an annotated bibliography, that would be useful to school districts initiating programs.

Activities to accomplish the first objective included three 3 day workshops, which aided 27 school district teams in writing plans for a local program for gifted and talented students. These school districts will be target districts in 1977-78 for followup and implementation of plans.

Objective 2 has been met, and the guidelines developed were printed in the summer.

In addition to the annotated bibliography specified in objective 3, the project staff developed identification materials and procedures kits for school districts to use in program development inservice training. In addition to these materials, school administrators received information on program development at a state conference held during the summer.

Location. North Dakota is one of the most rural states in the nation. There is a population base of some 600,000 people and 150,000 school age children. There are eight cities with a population between 10,000 and 60,000, with the remainder of the state living in small towns and rural areas. The primary income source is agriculture. The cultural and language bases of the state are fairly homogeneous. The major language and culturally different group is the Indian population of approximately 10,000 located in three major Indian reservations in the state. There are no major geographic barriers in the state. The only constraint is the long mileage involved in delivering appropriate services to rural settings.

Population. The direct recipients of benefits from the projects are administrators, educators, and parents who attend the inservice sessions or use the materials developed by the project. All levels of administrators and policymakers, as well as teachers and students, will indirectly benefit from the project through the development of guidelines for programs and the experience gained by its staff in providing technical assistance to other education agencies.

Additional Funding. The state education agency provides a part time administrator and secretary at an approximate cost of $5,000.

Administration and Organization. A part time consultant, who is part of the Department of Public Instruction special education staff, is supervised by the assistant director of special education, who also serves as the project director.

The project also receives direction from the advisory committee, which meets three times a year and for special sessions. This committee of 24 persons is composed of administrators, university personnel, educators, parents, and interested community representatives.

Staffing. Project funds provide one part time staff person who is the consultant for the gifted and talented. The consultant has worked 88 days in three major task areas:

1. Setting up input session with the advisory committee to help determine project activities and also the inservice sessions held in the winter and spring.
2. Collecting and compiling an annotated bibliography in the area of gifted and talented for use by regular classroom teachers.
3. Writing the guidelines for programs for the gifted and talented.

Relationship to Total Education Program. The project is increasing the capacity of administrators and educators to provide special educational programs for the gifted and talented. Efforts have centered on the regular education programs and their ability to meet special needs with a minimal amount of money or specialized personnel.

Dissemination. The project has disseminated 500 copies of an annotated bibliography for teachers, administrators, and parents. The guidelines and a summary of the project will also be disseminated throughout the state.

Parent Involvement. Parents are involved in this stage of development through the advisory committee.

Community Involvement. The community will be very involved with providing services for the gifted and talented once programs are established. Community representatives are providing assistance through their positions on the advisory committee.

Evaluation. The success of the project is primarily assessed by the number of programs for the gifted and talented initiated by local education agencies involved in the inservice workshops. Evaluations are also made of all inservice sessions using questionnaires completed by participants at the end of the training. The state guidelines will be evaluated during the second program year.

Future. The project hopes to continue with program development in the schools. To fully implement the goals for the gifted and talented, the state will need to hire a full time consultant in the area of gifted and talented who would coordinate the inservice and technical assistance activities. If federal funding is continued, activities will include:

1. Development of programs in the 27 districts that received training under the first year of the project.
2. Implementation of rural demonstration projects.
3. Continuation of inservice activities for administrators, teachers, and parents.
4. Evaluation and revision of state guidelines for programs for the gifted and talented.
5. Design of an inservice packet for regular classroom teachers interested in beginning preparation as teachers of the gifted and talented.

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GIFTS: Giftedness Inquiry for Teachers and Students

Cheyenne, Wyoming

Funding Source FY 1976-77
OGT: $55,000 (8/15/76-8/14/77)
Title IV, gifted/talented: $82,960
Title IV, handicapped: $18,275

Project Key. HEW Region VIII, State Education Agency, Culturally Different

Project Description. Project GIFTS is designed to provide training techniques and procedures for rural communities. The purpose is to change the direction of their efforts in order to provide more appropriate and effective learning experiences for gifted and talented students, which will enable the students to gain more insightful control over their future. The project involves two components: general awareness and local model projects. Awareness is generated through four awareness conferences for districts not involved in the local model projects. Each of four local model projects also sponsors an awareness conference for its district.

The four local model projects serve as community based models and thus are located in

communities that exemplify the various types of communities in Wyoming. The project staff spends time in assessment, planning, teacher training, and initial implementation of the model programs.

The first model project site is in Casper, Wyoming, at the Crest Hill Elementary School. Crest Hill is located in an upper middle class neighborhood and has some existing programs for the gifted and talented among its school population of 309. The major focus of Crest Hill's program in its first stages is to identify and deal with students with superior intellectual or academic abilities. It is hoped that the program can eventually be extended to a multitalented approach. Crest Hill is working on curriculum change for gifted and talented students and on a more workable identification procedure. Crest Hill is also conducting inservice training for 100% of its staff. An advisory advocate group provides guidance and support for the project.

The second pilot site is at Glenrock, Wyoming, which is a small mining community (population 1,515) currently experiencing the impact of a mineral development and the building of a power plant nearby. The project has a total enrollment of 703 students, both elementary and secondary, and is designed around the exceptional child. Gifted and talented are defined as exceptionalities, and the same procedures in identification are followed as in dealing with other exceptionalities.

The third pilot site is at Worland, a ranching and farming community in northern Wyoming with a population of 5,055. Their program also has evolved from the exceptional child approach and covers both the elementary and secondary level.

The fourth pilot site is the Indian High School at Ethete, Wyoming. The high school is a private school located on the Wind River Reservation of the Arapahoe and Shoshoni tribes. Gifted and talented education has been expressed as a need in the school, and the curriculum involves gifted and talented in the area of bicultural environment.

Population. The number of gifted and talented students in the project had not yet been determined at the time this publication was being developed. Total enrollments for the local projects are as follows:

- Casper (elementary school): 309 students, kindergarten through grade 6.
- Glenrock (districtwide): 703 students, both elementary and secondary.
- Worland (districtwide): 1,831 students, both elementary and secondary.
- Indian High School (secondary level): 93 students.

Location. The project encompasses four different rural communities in the state of Wyoming.

Additional Funding. All districts with the exception of the Indian High School have applied for Title IV funds. Districts are also contributing to the program through the use of regular facilities, voluntary time, and funds they already have available for projects that are not directly considered gifted and talented programs.

Administration and Organization. The project director serves as overall coordinator for project activities. Four local project directors are responsible for the local model projects. The site directors include two elementary school principals, a district curriculum coordinator, and a high school principal.

Members of the Wyoming State Department of Education Gifted and Talented Committee assist as advisors according to their particular areas of curriculum in answer to needs in the pilot projects.

Relationship to Total Education Program. All the projects function as enrichment to the educational program in their communities. Each project is the result of a definite need of the total educational program, and each project will be part of that ongoing program after funds expire.

Eligibility. Students are identified with standardized achievement tests, through teacher referrals, and through referrals by guidance counselors and staff of special services such as psychologists and student health personnel.

Curriculum Description. The curriculum is adjusted to the programs depending upon particular student needs and the project aims. For the most part, the curriculum is designed to expand the programs of students according to their talents. The only specific curriculum description

that would imply more than enrichment is the curriculum at the Indian High School, which involves special projects and the development of the gifted and talented as it applies to Indian heritage.

Dissemination. Dissemination of the project's activities is made through the media and through the awareness conferences. Information on the project has appeared in a publication put out by the Wyoming Department of Education, in newspaper articles, and in television spots. The four state awareness conferences and the four local project awareness conferences further the dissemination of information on the program.

Parent Involvement. Parents are involved in each of the four projects through a parent awareness program that helps each parent to understand the needs and problems of gifted children. Parents are also involved on an advisory council for the local projects.

Community Involvement. Project GIFTS emphasizes the mentor concept and is working to compile a list of community resources so that local expertise can be used to serve students with special talents and interests.

Evaluation. An evaluation design from each model project is a requirement for State Department of Education approval. Specific evaluation devices are left to the discretion of the projects. It is necessary for the districts to provide ongoing evidence of student pretesting, posttesting, and intermediate assessment, and of parental, teacher, and administrative assessment. An outside professional evaluator has been contracted by the State Department of Education for all four pilot districts. A written evaluation report is submitted to the State Department of Education upon the completion of the year's project.

Future. The project will continue to meet the needs of those students identified and to expand and involve a multitalent approach giving attention to the intellectually and academically gifted child as well as the child who is talented in other areas. The dissemination portion of the project will be further developed in order to reach more people with the information gleaned from the pilot projects.

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South Dakota Project for Education of the Gifted and Talented

Pierre, South Dakota

Funding Source FY 1976-77
OGT: $55,000 (8/15/76-8/14/77)
State education agency: $21,600
Local education agency: $20,000
Institutes of higher education: $20,960

Project Key. HEW Region VIII, State Education Agency

Project Description. During the first project year a cooperative effort toward planning and program development was initiated through the state education agency to include Black Hills State College at Spearfish, the University of South Dakota at Vermillion, and Shannon County Schools on the Pine Ridge Indian Reservation. A planning team became operational, which includes the state education agency gifted and talented project director and representatives from each of the agencies involved.

In addition to involvement with the project planning team, individual efforts of the project director have been directed toward assisting local school districts in the areas of awareness and identification, program design, and staff inservice training. There has been a concerted thrust toward a coordination of efforts and use of resources developed through other projects for the gifted and talented. Other objectives for the project are:

1. To develop materials that suggest procedures for developing and implementing programs for the gifted and talented.
2. To develop and implement teacher training opportunities through a local education agency team approach in cooperation with institutions of higher education.

3. To develop a general awareness throughout the state that reflects a need for, and a sensitivity to, the educational needs of the gifted and talented.

Special institute sessions and activities involving awareness, identification, and program implementation are made available to 20 teams, which represent approximately 10% of the school districts. Gifted and talented students from isolated rural areas and from Indian reservations receive special emphasis through project training sessions and activities.

Population. Approximately 100 educators and administrators are directly served by the project. The target population include staff of local education agencies and institutions of higher education who will in turn provide services to children in communities throughout the state and stimulate long range influence on various agencies, parents, and community leaders.

Location. The project is based at Pierre, South Dakota, with the state education agency. Summer institute sessions are held at Black Hills State College, Spearfish, South Dakota.

Administration and Organization. The director of the project is also the state director of student services and the state consultant for the gifted and talented. The project is administered within Student Services of the South Dakota Education Agency. Services of a planning team are used in carrying out various aspects of the project. The team includes representatives from higher education, local education agencies, and the Sioux Indian Reservation.

Staffing. The project director is the only full time employee of the project and is responsible for total project administration. The director's salary is funded by the state education agency. The part time staff consists of five instructional staff and five additional consultants who are employed for the duration of the summer institutes. A part time coordinator for the summer institute is paid by project funds through a contract with Black Hills State College.

Relationship to Total Education Program. The project involves a cooperative effort with other units within instructional services of the State Division of Elementary and Secondary Education and with Vocational Education, i.e., In-service Education, Career Education, Guidance and Counseling, and Title IV-C.

Curriculum Description. The curriculum for the summer institutes is built around several subject areas with emphasis on adapting the area for the gifted and talented. Subject areas include math, science, language arts, social science, art, and creativity. Methods of instruction for participants include demonstration, observation, participation, and implementation with children. Each team of participants also develops a plan for developing programs for the gifted and talented in their particular community. Participants also develop a network for communication throughout the state.

Dissemination. There is a statewide dissemination process and an exchange of information with other states concerning benefits and results of project efforts.

Parent Involvement. Local education agencies are encouraged to include parents on the teams that are trained during the summer institutes.

Community Involvement. Teams attending the summer institutes may include community representatives in addition to teachers and other school personnel.

Evaluation. Feedback instruments have been designed by the institute coordinator to receive information from training participants and staff concerning their perception of the training effectiveness of the program. In addition, records are kept on followup activities of each participating local education agency team.

Future. It is planned that special institute activities involving awareness, identification, and program implementation will be made available to teams from approximately 10% of South Dakota school districts during the 1977-78 project year. Institute sessions will be held at Black Hills State College in Spearfish, with anticipated involvement of staff from the University of South Dakota, Vermillion.

Experiences and knowledge gained by former participants will be used through their possible followup participation permitted under renewal funding. It is anticipated that continued involvement of personnel from the Indian reservation areas will offer necessary insight into the special needs and unique contributions of the American

Indian culture. Monitoring and coordination of followup activities are the responsibility of the project director.

In summary, it is believed that second year project activities will provide the following benefits: (a) development of a continuing and pyramidal effort in training programs in gifted and talented education; (b) development of a collaborative responsibility for training involving the institutions of higher education, the local education agency, and the state education agency; and (c) immediate development of programs for the gifted and talented at the local level, thus enriching the educational opportunities for students.

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Region IX

	OGT funding
A Development of State Plan for Gifted and Talented: Pilot Testing of Prototype State Project for a Comprehensive Language Arts and Fine Arts Center—Honolulu, Hawaii	$ 65,000
B Development of Teaching Competencies: Gifted and Talented—Sacramento, California	$100,000
C Model Project for Implementing a Program for Gifted and Talented in Rural Schools—Redding, California	$ 41,461
D National/State Leadership Training Institute on the Gifted and Talented—Los Angeles, California	$165,000
E Project LEADER: Leadership Experienced and Developed with Exemplary Results—Sunnyvale, California	$ 14,014
F Project Synergy—Tucson, Arizona	$ 17,580
Total OGT funding for Region IX:	$403,055

Development of State Plan for Gifted and Talented: Pilot Testing of Prototype State Project for a Comprehensive Language Arts and Fine Arts Center

Honolulu, Hawaii

Funding Source FY 1976-77
OGT: $65,000 (8/15/76-8/14/77)

Project Key. HEW Region IX, State Education Agency, Visual and Performing Arts

Project Description. The project is designed to determine how to identify, select, and provide for the educational needs of students in grades 4, 5, and 6 who manifest outstanding abilities in language arts and in the visual and performing arts. The general objectives are to (a) develop multiple measures suitable for identifying and selecting gifted and talented students, (b) determine the degree to which gifted and talented students in grades 4, 5, and 6 can benefit from instruction by the community's professional artists, and (c) determine the degree of which language arts and fine arts, which have a tendency to remain isolated programs, can be combined into an interdisciplinary educational activity.

Population. The direct beneficiaries of the project are the 60 students who attend the project for one full day per week. However, all students and Department of Education planners benefit from what has been learned as a result of implementing this demonstration project.

Location. The project is located at Aikahi School in a suburban area in Windward Oahu School District. The students are drawn from 22 of the district's 24 elementary schools, ranging from rural to urban areas.

Administration and Organization. The project is administered by the State Department of Education and uses the resources of each department. It is part of the special programs division of the State Department of Education.

Staffing. Five full time staff members are employed.

Job Descriptions. The project coordinator is responsible for the overall administration of the project. The coordinator has elementary classroom teaching experience and experience as a vice principal. However, this person was chosen mainly because of administrative experience.

The project employs four teachers, all having expertise in language arts or fine arts. The art teacher holds a master's degree in art, is active in Artists in the Schools and Artists in Residence programs, and conducts inservice art workshops for public school teachers. The dance teacher holds a BA degree in physical education, has considerable experience as a creative movement teacher, and can teach all forms of dance. The music teacher holds a BA degree in music and is recognized as a talented vocalist. This person is active in local theater musical productions, has taught and directed choral groups, and has experience as a high school band teacher in addition to elementary school teaching experience. The language arts teacher holds a BA degree in drama, has both directing and acting experience in stage and television, and classroom experience as an English teacher.

Relationship to Total Education Program. Although the project center is located at a specific school, it is not an integral part of that school's curriculum. There is, however, interaction with the larger educational system in the district where the project is based in that the student participants represent 22 of the district's 24 elementary schools. All schools are involved in the identification and selection of participants, and the project coordinator maintains ongoing contact with the schools involved. There is interaction with the state's other school districts and the community at large through reports to the State Advisory Council for the Gifted and Talented.

Eligibility. Students are initially identified through a nomination process involving teachers, peers, and parents. The entire project staff then visits the nominees in each school and, by means of interviews, auditions, examination of products, and test scores, chooses the 60 participants on a comparative basis. It must be emphasized that the project staff does not say that the students selected are "gifted." One of the project's goals is to determine, during the course of the project, whether the students selected are indeed gifted, and then develop

reasonably acceptable identification and selection criteria for future use.

Curriculum Description. The curriculum is not a fixed and formal course of study. Rather, it consists of mini-workshops with community professionals as instructors, educational field trips to such places as artists' studios, and behind-the-scenes visits to the theater. Although the students spend the larger part of their time in the area of their particular strength or talent, all are exposed for lesser periods of time to all four areas of the curriculum. In addition, the project staff conducts followup activities to expand upon and interrelate what was learned in the workshop sessions.

Dissemination. The process evaluation completed at the conclusion of the year's project is disseminated to all concerned at the federal, state, district, and local levels, and to the community through the State Advisory Council for the Gifted and Talented.

Parent Involvement. Parents of all students in grades 4, 5, and 6 in the project's district are offered the opportunity to nominate their children as participants. Project staff have directly contacted each participant's parent at least once for the purpose of obtaining parental feedback. All parents are invited to observe and are being encouraged to observe in particular the project's culminating activity.

Community Involvement. The community is involved through the State Advisory Council for the Gifted and Talented. The Council reviewed and approved the proposal for the project when it was initially prepared in November 1976.

Evaluation. An evaluator from the Department of Education's Planning and Evaluation Service Branch has been involved with the project since December 1976. The evaluator has examined the identification and selection procedures, observed the project's teaching activities, reviewed lesson plans and objectives, and met with and interviewed the project staff on several occasions. Questionnaires for the student participants, their regular school teachers and principals, and their parents are being prepared to obtain additional information. Because the demonstration project is essentially a learning activity for the department, and because of the relatively short time that the project has been operational, the evaluation for the first year is a process evaluation rather than a product evaluation. If the project is continued for a second year, a product evaluation will be conducted.

Future. The future is largely dependent upon the degree to which the Department of Education can afford to replicate similar centers for the gifted and talented throughout the state. Regardless of what the future holds, however, the learning experiences gained from operating the demonstration project have been most beneficial.

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Development of Teaching Compentencies: Gifted and Talented

Sacramento, California

Funding Source FY 1976-77
OGT: $100,000 (8/15/76-8/14/77)
State and local (substitutes): $400,000 est.
State and local (other expenses): $10,000 est.
Other: Most of the days of substitute teachers for the 3,000 teacher participants were paid for from State Mentally Gifted Minor funds allocated to school districts.

Project Key. HEW Region IX, State Education Agency, Teacher Training, Rural

Project Description. The project provides advanced practical training for over 3,000 teachers of the gifted. Many receive four full days of training. Workshop categories (and the number of workshops offered) include Cognitive Domain of the *Taxonomy of Educational Objectives* (15); Affective Domain of the *Taxonomy of Educational Objectives* (7); Structure of Intellect (11); Critical Thinking (10); Creative Problem Solving (12); Creative

Production (7); Extraordinary Leadership (4); Career Education (5); Early Childhood Gifted (2); Handicapped Gifted (2). Other workshops are on Peer Counseling; Interpersonal Skills; Inquiry; Productive Thinking; Differentiated Curriculum and Learning; Values Education; Thinking Processes; Filmmaking and Animation; Developing the Elementary Curriculum; Counseling Futuristics (3); Performing Arts; Research Projects; and Decision Making.

In addition to the 91 workshops, the project is bolstering inservice education by:

1. Editing unpublished manuscripts of teaching guides and updating and reprinting six additional guides.
2. Preparing and disseminating a cassette based independent study course for rural teachers of the gifted and talented.
3. Producing a directory of workshop presenters of demonstrated expertise in 11 of 14 categories of inservice education. Included in the directory are only those persons who received "outstanding" or "very effective" ratings by teacher workshop participants.

Population. Over 3,000 teachers of the gifted and their gifted and talented pupils benefit directly from the project. Each of the workshop participants is asked to provide workshop information to teachers in their home schools and school districts. Notable is the benefit to teachers of gifted and talented children in sparsely populated areas.

Location. The project is headquartered at the California State Department of Education in Sacramento. It is implemented statewide in 13 regions and other areas that are rural, urban, and suburban, both those that have resources for program development and those that have limited resources.

Administration and Organization. The project is administered by a full time director, supported by a half time secretary, a statewide Project Advisory Committee, the State Gifted and Talented Education Management Team, professional organizations, and 13 regional coordinators who receive no additional compensation for planning and implementing 5 to 10 days of inservice education.

Staffing. Two full time staff members are employed.

Job Descriptions. The project director is responsible for writing the project plan and for planning, organizing, directing, coordinating, and supervising all components of the project. The director also prepares reports for the US Office of Education, the State Department of Education, and the Project Advisory Committee. Maintaining budgetary control and evaluating the effectiveness of the project are additional tasks.

The project secretary prepares letters, memorandums, reports, and special mailings; tabulates and files ratings of project presenters; keeps logs of expenditures; files regional plans, contracts, and so forth; and makes travel arrangements for the project director.

Relationship to Total Education Program. Project activities and workshop schedules are disseminated to all major curriculum units within the State Department of Education (e.g., early childhood, elementary and secondary education, compensatory education, career education, and vocational education). The art and music consultant is staff support to the Project Advisory Committee.

Project activities are exemplary in nature and are expected to motivate taxonomically based inservice education and program improvement in the regular curriculum. Each of the 3,000 trained teachers is expected to train other teachers of gifted children in his or her schools and school districts.

Eligibility Requirements and Measurement. Teachers in the project are those whose teaching is counted toward meeting the 200 minute per week requirement of pupil participation in "qualitatively different" and "appropriately differentiated" learning.

Curriculum Description. Workshop categories were listed under Project Description.

Dissemination. Mailings are made to other states, US territories, and other countries; publications are placed in the public domain and in the Educational Resources Information Center (ERIC). Information is reported at statewide meeting, at the Second World Conference on

Gifted Education, to the US Office of Education, to follow project directors, and to the Council of State Directors of Programs for the Gifted.

Parent Involvement. Parents have been involved in planning and endorsing the project in orientation meetings, in facilitating regional workshops, and by serving on the Project Advisory Committee.

Community Involvement. Members of the community, including parents and other adults, have assisted regional coordinators in conducting workshops.

Inservice Evaluation and Results. All teacher participants evaluate workshop presenters and their assistants as "outstanding," "very effective," "satisfactory," or "ineffective" with respect to:

1. Inspiring ideas.
2. Stimulating manner of presentation.
3. Practical suggestions for differentiating learning objectives, teaching strategies, classroom dialogue, and assignments.
4. Organization.

Persons with "outstanding" and "very effective" ratings are listed in the *Directory of Expertise*.

All teacher participants complete a five page evaluation questionnaire to determine whether workshop participation resulted in:

1. Increased effectiveness in teaching skills.
2. Increased knowledge.
3. Additional steps taken to improve teaching competencies.
4. Steps taken to interest other professional educators in improving their skills.
5. Changes in instruction, guidance, and use of resources or assignments.

Teachers are also asked to indicate what inservice education activities would be of most value to them in 1977-78.

Each of the 13 regional coordinators conducts evaluation as part of the regional plan. The coordinators are evaluating the regional workshops and the extent to which they meet regional teaching improvement needs. Regional evaluations will be included in their final report to the project director. Evaluation is also carried out by the project director attending workshops and noting teacher interest and behavior.

The willingness of districts to send teachers to the workshops and endorsement of a continuation grant by professional education organizations are also indications of the worth of the training.

Future. By the end of 1977-78, there should be a trained cadre of inservice education and resource teacher specialists and an expanded directory of persons with demonstrated expertise in 11 of 13 categories of inservice education. These persons will have a significant impact on program improvement in schools and school districts. Publications and expertise disseminated throughout California and to other states and countries will continue to aid teacher improvement and program development activities.

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Model Project for Implementing a Program for Gifted and Talented in Rural Schools

Redding, California

Funding Source FY 1976-1977
OGT: $41,461 (9/1/76-8/31/77)
State: $80 per student

Project Key. HEW Region IX, Mentorship, Rural

Project Description. The project is developing a model for the education of gifted and talented children in rural schools capable of replication in any county in the United States.

Since 1971, the Shasta County Schools Office has been providing instruction for gifted children in 10 school districts in Shasta County. The county still needed to expand the program to the several districts that were not providing programs and develop an appropriate curriculum for use in all districts. These needs were ad-

dressed in the major goals of the project, which consist of:

1. Expanding the present program to include 10 additional districts and to provide inservice training for teachers and administrators from these target districts.
2. Developing effective models for:
   a. Dissemination of information.
   b. Coordination of all county services that may serve the gifted and talented.
   c. Integration of services for special interests and capabilities of the gifted and talented.
   d. Provision of individual counseling services.
   e. Communication with parents, teachers, students, administrators, and other interested community participants.

Population. The Shasta County Schools program has been serving 275 students identified as mentally gifted. In the 10 rural school districts that will be added, there are an estimated 178 mentally gifted minor (MGM) students, making a total of 453. It is possible that as other areas of giftedness are identified and served, the total figure in the county may rise to 600. It is planned that in 1977-78 eight adjoining counties will start gifted programs by using the federal project program as a model. This will substantially increase the number of mentally gifted minors being served as a result of this project.

Location. Shasta County is primarily a rural area populated by an estimated 88,000 citizens throughout 3,840 square miles. The city of Redding (population 20,000) serves as a central point in the county. The county serves school districts that vary in average daily attendance count from 50 to 900.

Funding. Mentally gifted minor programs in Shasta County originally were supported by a few school districts able to do so. At present, the state of California provides approximately $80 for each student legally identified as a mentally gifted minor to assist districts in providing educational opportunities qualitatively different from those the regular classroom provides. The state of California also pays a onetime sum of $40 for identification and placement of mentally gifted minor students.

The federal funds from this project provide administration, supplies, materials, and inservice training for teachers. Some school districts contribute some monies per student to support the program.

Administration and Organization. The chain of command is superintendent, assistant superintendent, and then project director. For the most part, the director makes decisions concerning the project and the decisions are approved by the chain of command.

Staffing. In addition to the director, there is a secretary provided by the Shasta County Schools superintendent for 33⅓% of the director's day. The director is funded with project funds.

Job Descriptions. The staff consists of the director, who was chosen by a committee selected by the director of personnel. The director's job responsibilities are:

1. To be directly responsible for establishing a gifted and talented project in rural schools.
2. To communicate with school administrators and their teachers about the gifted program and how best to implement it in their schools to meet the needs of their individual students.
3. To visit on a regular basis all the schools in which the program is operating.
4. To conduct training sessions for teachers and other personnel in order to provide administrative leadership.

The project director is also responsible for eliciting the participation of 10 school districts that had previously rejected mentally gifted programs.

Relationship to Total Education Program. This project is a part of the County Superintendent of Schools Office in Shasta County. The project director works with local education administrators in small rural areas and assists small school programs by providing supplementary activities for their gifted children. As the program is developed, itinerant teachers and/or resource persons will augment program activities for gifted children. Additional personnel are provided through County Schools monies, school district contributions, and some project funds.

Eligibility Requirements and Measurement. The mentally gifted are selected under the California State Department of Education criteria, which require an IQ test score of 131 or above and committee evaluation. Individual intelligence tests must be administered to children in kindergarten through grade 6. Group tests can be used for selecting students in grades 7 through 12. The talented are identified by the use of parent and teacher screens and by student inventory forms as well as by committee approval.

Curriculum Description. The curriculum is a multimedia, coordinated progression of learning from kindergarten through grade 12. There are nine stated student objectives in the project. The academic objectives are enriched curriculum opportunities to be given in the areas of mathematics, language arts, science, and fine arts. Students, after two years in the program, are expected to achieve at or above the 97th percentile. This progress is measured by a norm referenced test accepted by the California State Department of Education. Students are given opportunities to participate in new activities, to hear speakers, and to do research on topics of interest.

Other student objectives are:

1. To broaden horizons through exposure to a variety of new concepts, ideas, and activities.
2. To have the opportunity to create original, worthwhile projects.
3. To learn to apply appropriate problem solving techniques to specific open ended questions or situations.
4. To learn research techniques.
5. To learn about career education and possible future occupations.
6. To have opportunities for leadership roles.
7. To explore one's own individuality and to become aware of strengths and weaknesses.
8. To build a good self concept and a better understanding of others.

Students meet these objectives in a variety of ways. They are involved in writing original plays, constructing models, solving problems in logic, corresponding with experts, doing experiments, and interviewing local people.

Students are given a handbook that explains and demonstrates Bloom's *Taxonomy of Educational Objectives*, which is a systematic method of advancing students through the six levels of thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation. The handbook guides them through activities that demonstrate each level of thinking.

Dissemination. The model project will be disseminated to leaders in gifted education in the 50 states, the National Training Institute for the Gifted and Talented, the National Clearinghouse, the Educational Resources Information Center (ERIC), the United States and Regional Offices of Education, and others as required on the list provided by the US Office of Education.

Parent Involvement. All parents of children identified as gifted or talented are contacted. Their input into the program is encouraged through committee activities. Parent volunteers provide transportation and act as resource persons and classroom aides. They also provide home support for program activities for their children.

Community Involvement. The project will require community expertise in providing specialized educational opportunities for talented children. The individual school project committees will search out volunteers with special talented children in such areas as graphic arts, dramatic arts, dance, and vocational and career information. In some instances, community leaders may invite gifted children to visit job sites as observers and, when possible, as participants. Other resources are Shasta College and the California State University of Chico.

Evaluation. The evaluation of the project is an ongoing activity throughout the life of the project. The participants and the director direct the first year evaluation, which is a description of the project activities that meet the first year planning and preparation needs. The second year evaluation will be a joint activity by the project director, the schools involved, and an outside evaluation team. The third year evaluation by the outside team will provide a basis for the dissemination of successful activities in providing education for the gifted and talented in rural schools.

Future. The project is constructed on the premise that the program will be self perpetuating after the personnel have received inservice

training and are experienced in gifted educational activities.

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National/State Leadership Training Institute on the Gifted and Talented
Los Angeles, California

Funding Source FY 1976-77
OGT: $165,000 (4/1/76-3/31/77)

Project Key. HEW Region IX, Leadership Training Institute, Teacher Training

Project Description. The National/State Leadership Training Institute on the Gifted and Talented pursues a four faceted approach in implementing its goal of assisting state and local education agencies to strengthen the quality of gifted education. This approach includes the areas of training, development and dissemination of training materials, provision of communications networks, and assistance to interns in gifted education.

In the past year the project has worked toward these goals by accomplishing the following:

1. Two summer institutes and contracts with 10 states, intermediate units, and local education agencies to provide assistance. The project also planned and conducted topical conferences on early childhood education, leadership, program evaluation, and the creative arts. A summer institute for educators and parents was held as Teachers College, Columbia University.
2. Publication of three new handbooks in gifted education.
3. Production and dissemination of the monthly *Bulletin* with supplements on topics such as the gifted female and the performing arts. In its assistance to interns, the project has established policies for intern attendance at conferences and has aided in the preparation of a proposal for a training institute for policy fellows and interns which seeks foundation support.

Population. The project serves educational personnel at the federal, state, and local levels; parents; university faculty; and associations with interests in the advancement of gifted child education.

Location. The project is national in scope with headquarters located in Los Angeles, California.

Funding. The sources of nonfederal funding are the state and local education agencies with which the project contracts.

Administration and Organization. The prime grantee is represented by the Ventura County superintendent of schools, Dr. James F. Cowan. The principal investigator is Dr. David M. Jackson, whose office is in Reston, Virginia. The project headquarters is in Los Angeles, California, under the direction of Irving S. Sato. Policy making decisions are shared by the project staff.

Staffing. There are nine persons (FTE of 7).

Job Descriptions. In the hiring of staff members particular qualifications are sought. For credentialed personnel (executive director, project director, assistant director, and coordinator), extensive and diverse experience in gifted and talented education is required. For noncredentialed personnel (editor, executive assistant, secretary), extensive experience in appropriate job related areas is mandatory.

Dissemination. Information related to the project is disseminated through the monthly *Bulletin* and its supplements, through project publications, and through workshops and presentations by staff members.

Parent Involvement. Parents are a key element in the formulation of materials for dissemination. They serve as consultants and participant planners in state and local workshops.

Community Involvement. Community resources are drawn upon in the development of materials for dissemination, as well as in planning and presentations in workshops.

Inservice Evaluation and Results. An internal evaluation, carried out by staff members with some help from outside consultants, is con-

ducted. The design calls for the gathering and analysis of data received from pre- and post-institute questionnaires and surveys of *Bulletin* readers. At the close of the year an overall evaluation of the project is completed.

Future. Since the project objectives are closely related to federal program goals, it is unlikely that project objectives will continue to be met without federal funding.

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Project LEADER: Leadership Experienced and Developed with Exemplary Results

Sunnyvale, California

Funding Source FY 1976-77
OGT: $14,014 (7/1/76-4/1/78)
Sunnyvale Elementary School: $4,529

Project Key. HEW Region IX, Local Education Agency, Leadership Development

Project Description. The primary objective of Project LEADER is to establish a program in the area of leadership for gifted junior high school students. Not only are students with the potential for leadership rarely identified, but when they are identified there is no systematic effort to tap this potential. The underlying objectives for this project fall into three areas: teacher objectives, student objectives, and institutional objectives.

Teachers in the project, and support staff, will receive training in how to deal effectively with gifted students in the area of leadership. Training will be received in the various elements of leadership and the methodology of providing students with the opportunity to recognize and promote leadership potential.

As a result of being in Project LEADER, student participants will be better able to understand and internalize the knowledge, theory, and facts that are part of identifiable leadership traits. Students will be exposed to various types of leadership within the school and the Sunnyvale city community.

As a result of the project, the school will experience an improved and more positive organizational climate. It is hoped that a change in the traditional roles of students, teachers, and staff will be experienced as a result of altering the amount of student participation in significant school decisions.

Population. Approximately 114 gifted seventh and eighth grade students have been identified and are participating in the project. The students are divided into eight class sections with a maximum of 15 students per class.

Location. Mango Intermediate School is located in an upper middle class suburban area, within a 15 mile radius of Stanford University, San Jose State University, the University of Santa Clara, Foothill College, and DeAnza College. The surrounding industries comprise one of the major space technological centers of the world.

Administration and Organization. The project is supervised by the director of program development. On-site administration of the project is the responsibilitgy of the principal of Mango Intermediate School, who is assisted by a team of five staff members and a Stanford graduate student who serves as a curriculum consultant. Decisions as they relate to the project evolve from team members and from input elicited from parents and student participants.

Staffing. The number of staff employed is one.

Job Descriptions. There are 10 persons directly responsible for this project. They include three members of the Mango teaching staff (two eighth grade social studies teachers and one seventh grade social studies teacher), one graduate intern student from Stanford University, both a seventh and an eighth grade counselor, the principal and the assistant principal, the project evaluator, and the district director. The graduate intern is the only staff member paid out of the project funds. The intern has participated in all inservice sessions and presently works directly with all project participants in the seventh grade. Teachers were selected using several criteria: teaching competency, humanistic philosophy, ability to work well with gifted children, diagnostic ability, sensitivity to students' needs, demonstrated willingness towork through

group process, willingness to view organizational change as a desirable goal, and interest in the project.

Relationship to Total Education Program. The total student population at Mango School is 637. At present, approximately 24% of these students are identified as mentally gifted minors using the California State Department of Education criteria for selection of an IQ score of 132 or better on the Stanford-Binet intelligence test. An even greater percentage of students are high achievers. The general curriculum is oriented to these children. Project students are in the regular curriculum program and attend the project class as part of their regular social studies.

Eligibility Requirements and Measurement. Of the 114 students presently in the project, 72 were identified as gifted (scoring 132 or above on the Stanford-Binet as required by the state of California). The remaining 42 students were selected as gifted in leadership on the basis of peer nomination, teacher nomination, and a student sociogram. The sociogram identified students who are leaders within the school organization as well as student leaders who reject established means for exhibiting their capabilities.

Those selected for the project received a presentation on Project LEADER. Interested students contacted their counselor for more information. A description and authorization for participation was sent home to be discussed and approved by each student and his or her parents.

Curriculum Description. The objectives for the curriculum include identifying positive and negative uses of leadership, defining words like *paternalistic* and *charisma*, giving examples of rational and emotional reactions to leadership simulating leadership in an emergency situation, predicting the effect of leadership in a debatable situation (e.g., a courtroom), relating students' perception of leadership to values in mass media, and completing a written research project of an historical figure synthesizing knowledge of leadership. During the class, pupils critiqued the film *Due Process Denied*, an adaptation of the *Oxbow Incident*, by classifying observed qualities of leadership behavior. They also role played in power pairs (e.g., big sister, little brother). They observed and recorded leadership through watching a judge in a courtroom, a police officer directing traffic, or their peers at lunchtime. Students also participated in an in-depth, field study project on a selected community leader and his or her leadership traits.

Dissemination. Dissemination is made through school district newsletters, Board of Education reports, county superintendent of schools bulletins, the California Association for the Gifted newsletter, and The Association of California School Administrators publication *THRUST*.

Parent Involvement. Parents were kept informed during planning for the project. All parents of project participants were provided with a description of the project and were encouraged to visit the classrooms. At the end of each semester's work, all parents of project participants evaluate the project. Part of the evaluation includes observed changes in assuming leadership roles in the family setting.

Community Involvement. Various leaders in business and in city and state government have addressed students during class sessions.

Evaluation. The general evaluation model is pre/post experimental/control, with the project students forming the experimental group. The pupil measures include a student opinionaire about leadership in school activities, the Coppersmith self concept inventory, and a short answer essay test of knowledge about the subject of leadership. Additionally, scores are broken down by semester of participation according to sex, grade, and leadership characteristics (i.e., mostly intellectual, mostly social, intellectual and social). The pretest results for the first semester showed all groups comparable. Case studies will be made. The evaluator observes the activities and provides testing and formative feedback to the project staff.

Future. Because funding was received eight months later than expected, a time extension of an additional school semester was requested of the Office of Gifted and Talented. For this reason the original project, slated to start July 1, 1976, and run until July 1977, will now extend until February 1978.

It is felt that Project LEADER will demonstrate measurable growth in student leadership and behavior. Already, through pretesting, the proj-

ect has shown that a general IQ test will not distinguish students who can best profit from leadership training. Students selected through other measurements used in the project have scored as well or better on understanding of strategies of leadership than students in the regular state gifted program. It is also expected that after participating in this project, both students and teachers will have an increased understanding of human dynamics; will have an increased understanding of power systems; will be able to demonstrate effective and acceptable ways to initiate change within the system; and will have a better self concept through being provided an outlook that will enable them to achieve greater control over their own lives and assume leadership roles within the subgroups in which they function.

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Project Synergy
Tucson, Arizona

Funding Source FY 1976-77
OCT: $17,580 (9/1/76-8/31/77)

Project Key. HEW Region IX, Local Education Agency, Visual and Performing Arts, Culturally Different

Project Description. This is a Saturday program in the arts for gifted and talented students meeting in a cross age grouping for the purpose of exploring a synergistic approach to arts and experiences. Investigation of similarities and differences in the arts and comparisons between aesthetic concerns and cognitive experiences are an important part of the pilot study. Participation in the arts is essential; students are audience participants as well as actors, viewers as well as artists, and they are presented with the artist's way of working through the presence of practicing artists serving as program consultants. The program provides exposure, time, availability of materials and space to work, interaction, enhanced affective experiences, and creative opportunities with some choice. Objectives are to heighten perception and aesthetic awareness and to provide interaction with those who "speak the same language," emphasizing the notion that the arts have their unique literacies.

Population. In the 100 schools of Tucson District 1, there were 59,629 students enrolled in 1976-77. Of this number, there were 21,190 students of minority background. The number of students selected for the program is 39, three from each grade level from kindergarten through grade 12. The ethnic mix of the students includes American Indians, Hispanic Americans, and Blacks. Schools selected for inclusion in the program are distributed throughout the city.

Location. The project is conducted in the school district central instructional resource center, the Thomas L. Lee Instructional Resource Center at 2025 East Winsett Street, which houses educational materials, library services, and art services and also functions as a teaching center.

Administration and Organization. The project is conducted by a director who is the full time director of art and of the Educational Materials Center. The director is assisted by a coordinator and six teachers, all of whom work part time. All teachers are regular district certificated personnel. Part time clerical help is also provided.

The project has been developed by the staff during the progress of the program. Initial planning was done in cooperation with the Department of Learning and Staff Development, the administrative director of which assisted in the selection of staff and participants. After the teachers were selected, they assisted in the organization of the program upon its original broad plan. Throughout the program, the staff continuously evaluates its methods and adapts them to the changing needs.

Staffing. The number of staff employed is eight or nine. All are paid by the project and work part time.

Job Descriptions. Teachers are available for the full day Saturday program and one evening to work with students directly and to be involved in all aspects of the program. Experience in the

classroom and with innovative approaches, divergent thinking, and improvisation are requisites.

The program assistant coordinates program details, makes arrangements, works with staff, provides input, and performs a recording and monitoring role. Other duties include public relations, assistance with administration and budget, meeting consultants, checking on facilities and equipment, recording sessions with videotape, and checking field trip arrangements. Communication with parents and students is also a major responsibility.

The director plans and directs the program with staff and communicates the development of the program to district administrators and other departments. The director is responsible for the overall continuity of the program and for conducting teacher inservice training related to the program and philosophy. Other duties include dissemination of program information at conferences and other gifted and talented meetings, providing input from these organizational meetings, conducting each session of the program with the assistance of staff and visiting consultants, and orienting visiting artists to the program so that continuity is provided.

The staff includes six women and three men: one Black, three Mexican Americans, and five others. They represent a broad age range and teaching and experience at all levels. Three of the staff are arts teachers.

Relationship to Total Education Program. This project is a local education agency program supplementing other programs. As a Saturday program, there is no problem of interference with ongoing school activities. One aspect of evaluation is to see whether the program has any effect on the students regular class work.

The program is planned separately from the district's gifted and talented program and includes students not already in the district program.

Eligibility Requirements and Measurement. Students are chosen by a random sampling of schools and with a checklist adapted from the Los Angeles Unified School District form, which includes the characteristics of learning, motivation, leadership, creativity, and adaptability.

Selected schools are asked to choose students of particular grade levels so that balanced numbers of students of all grades will be enrolled. The choice is made by principals, counselors, and/or teachers. All children chosen are accepted in the program.

Curriculum Description. The curriculum includes exposure to a wide range of arts experiences at observation and participation levels for the purpose of seeing interrelationships and relation to creative thinking and other learning experiences. A synergistic attitude among the students is a goal of the project.

Each session is devoted to involvement with one art form and relating it to others. Some sessions include a concept evident in several arts. One day the subject of color may be treated in depth, with its importance in music as well as in the visual arts made evident. Students are made aware of the organization of works of art. Concerns of structure, composition, organization, arrangement, sequence, design, and choreography are continuing emphases of the project.

Dissemination. Dissemination is completed through a written document that includes works and statements by students as well as results of interviews with them. Evaluations by parents, parent comments from summary sessions, and extensive photographic "proof" of the program's diversity, as well as videotaped records, sound recordings, and photographs are also used for dissemination purposes.

Parent Involvement. Parents are invited to sessions, provide assistance in the beginning of the project, and assist in the evaluation. Their feelings are part of the project report and their recommendations are used for future plans. There is interest in more involvement.

Community Involvement. Community involvement is accomplished through the use of community agencies such as the Tucson Museum of Art, the Tucson Music Hall, Community Center, the Invisible Theatre, and the Tucson Ballet Company. These agencies also assist the project in organizing field trips.

Inservice Evaluation and Results. The project is regularly evaluated at staff meetings between sessions and is continuously monitored with photographs, recordings, and videotapes. Changes of plan are made as the project progresses. Suggestions from students are incorporated in weekly planning. Inservice planning is

done with consultants when they are involved in the program. The problems of grouping are reconsidered for each meeting. Activities are planned and adjusted to the three age groups of the children, who range from kindergarten through twelfth grade.

Future. No grant proposal was submitted to the Office of Gifted and Talented because of the need for further planning for change. The time for proposal submission was too early for program direction to be clarified in terms of future possibilities. Project personnel are hoping for some positive response from other funding sources for development of the synergy concept and are considering The Foundation for Exceptional Children among the possibilities.

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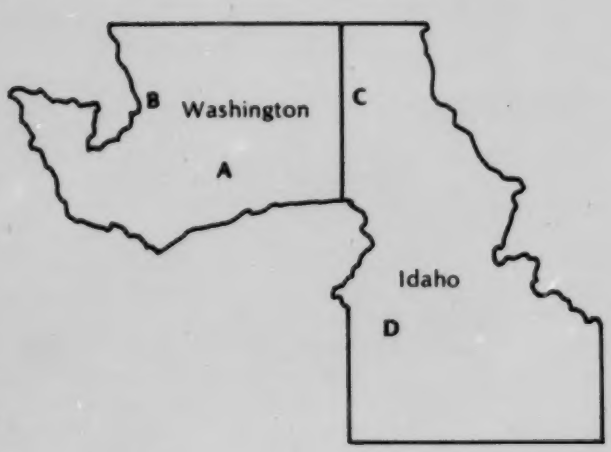
Region X



		OGT funding
A	Developing Leaders through Future Aimed Curriculum—Yakima, Washington	$ 11,940
B	Model Preschool Program for Gifted Children—Seattle, Washington	$ 41,671
C	A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model: Panhandle Child Development Association, Inc.—Coeur d'Alene, Idaho	$ 41,709
D	Statewide Assistance for Gifted Education (SAGE)—Boise, Idaho	$ 65,000
	Total OGT funding for Region X:	$160,320

Developing Leaders through Future Aimed Curriculum

Yakima, Washington

Funding Source FY 1976-77
OGT: $11,940 (9/1/76-8/31/77)

Project Key. HEW Region X, Local Education Agency, Leadership Development

Project Description. The major goal of this project is to create a future aimed curriculum model that strengthens leadership capabilities for gifted students. This goal is accomplished through an ongoing series of seminars, workshops, and writing sessions by a teacher writing team. Because the model has been identified as the major vehicle by which increased leadership capabilities within gifted students can be shown, participants spend an extensive amount of time with personnel having expertise in the areas of gifted education, futures, and leadership development in order to better prepare them for the creation of the model. These elements are woven into modules of learning for gifted students which enable the learner to be a producer of learning as well as a consumer of learning. Experiences in directed learning are balanced with experiences for students in self style learning. Activities provide for learning within the multiple areas of intellectual operation.

The future aimed curriculum model is composed of various teaching and learning activities that have the greatest applicability and usability with gifted students. However, the model has implications for the inclusion of other broad groups of students who are found in the regular classroom environment. The model is viewed as a base upon which alternatives may be built.

Population. During the development of the future aimed curriculum model, the project also provided assistance to a program for 70 intellectually gifted students in grades 6 through 8.

Location. The city of Yakima, with a population of approximately 46,000, is the retail trading, convention, and tourist center for central Washington. Yakima's industries are predominantly agriculturally oriented, with the balance of business being professional or service in nature. The Yakima School District has approximately 12,000 students enrolled in fifteen elementary schools, four junior high schools, two senior high schools, and one special school.

Administration and Organization. The project director, who is paid by local funds, reports to the superintendent of Yakima School District 7. Policy determining the project direction and effectiveness is established in part by a management team composed of 12 persons: two teachers, four principals, one federal project person, one Indian education specialist, one evaluator, one psychologist, one teacher of the gifted, and one curriculum specialist. The project also has an advisory team composed of the curriculum and instruction manager, the assistant director of special programs, and a specialist in curriculum development.

Staffing. In addition to the project director, the staff consists of a 10 member writing team, composed of one evaluator, one curriculum specialist, six classroom teachers, and two teachers of gifted students. Three major consultants were chosen for their expertise and successful experience within related areas.

Relationship to Total Education Program. This project works directly with an existing program for the intellectually gifted students within Yakima School District. This program, Washington's Futuristic Learners Program, serves approximately 70 intellectually gifted students enrolled in the sixth, seventh, and eighth grades in Yakima Public Schools. The purpose of Washington's Futuristic Learners Program is to provide intellectually gifted students in Yakima with a program that will be challenging and stimulating and that will provide opportunities for individual growth not found in the "normal" curricular offerings. The program addresses the students' need to develop and improve their leadership skills and increase their higher level thinking skills.

The model developed through the project has implications for the inclusion of other broad groups of students within regular classroom environments. The model and/or modules of learning can be revised to make them functional for other students. It is expected that teachers within the district will be given training in the use of the future aimed curriculum model.

Curriculum Description. The rationale for the future aimed curriculum model is the need to

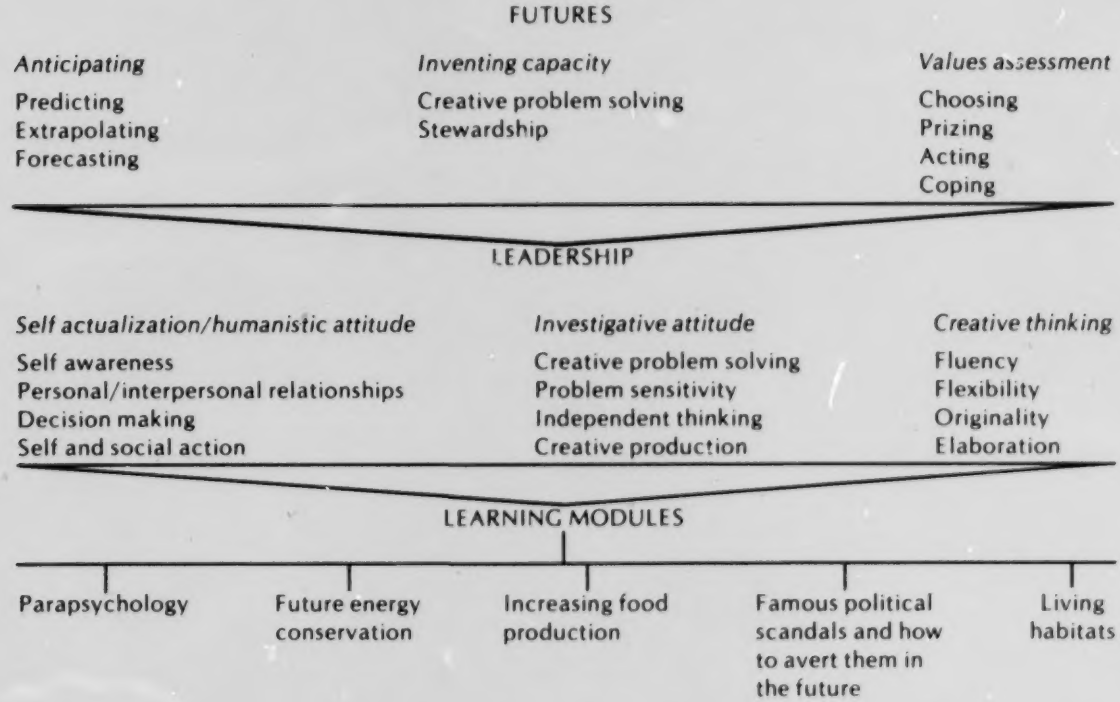
develop leaders who will be able to respond to the rapidity of change that they are likely to encounter in the future. Futurists have indicated that these changes will quite likely require bold and imaginative decisions on the part of future leaders in the nation. Limits to various kinds of growth and alternate resources are unforeseeable and will require different kinds of thinking processes and attitude development. Future leaders have the awesome task of convincing citizens that such changes are necessary for human survival. Thus it can be seen that new leaders will need to possess imaginative and unique skills that are often lacking in present and past leaders. The model developed deals directly with the identification of such characteristics.

The model will guide the development of future aimed curriculum modules that are human centered, involving all the senses and giving students an awareness of their total being. These modules will be value centered and multidisciplinary, with a primary emphasis on the development of creative, future oriented, leadership, and problem solving capabilities. In addition, they will give gifted students a feeling that they are comfortable with change and capable of thinking in terms of alternatives, choices, and consequences, which will further their ability to make responsible decisions for themselves and society. The model developed as of April 1977 is presented in Figure 1.

Dissemination. The following avenues of dissemination will be used in accordance with the

Figure 1

Future Aimed Curriculum Model



Note. The format of this model has been modified in order to present it in the space available.

appropriateness of clients to be reached: Office of Gifted and Talented, US Office of Education, Washington, D.C.; State Department of Public Instruction, Olympia, Washington; The Council for Exceptional Children, Reston, Virginia; higher institutions of learning within Washington state and/or outside the state as appropriate; local areas, including Yakima County Educational Service District 105, private institutions, city of Yakima, and Yakima County; other educational institutions and professional and/or community organizations, both state and national.

Parent Involvement. Parents have been invited to management team meetings and have given input on directions for the program. There is little parent involvement in the writing of the future aimed curriculum model, but information is received on an informal basis from those students and parents involved in the established program, Washington's Futuristic Learners.

Community Involvement. The expertise of community resource persons will be used as the learning modules are developed.

Evaluation. Evaluation of the product and process objectives consists of the existence of the future aimed curriculum model, records of task force meetings, vitae of resource personnel used in the project, and complete records of field test procedures and results.

Future. The Yakima School District program for intellectually gifted students will be using the future aimed curriculum model in its program as the major curriculum. Personnel from this program will also serve as resource persons to other districts as they develop gifted programs. Opportunities for inservice and/or college extension classes will be provided to interested teachers for the in-depth use of the model.

Information gained through observation of the development of this program through field testing will provide data concerning potential replications by other districts. The personnel of the project will seek further funding in order to continue field testing the model in a variety of school districts in Washington which are prototypes of school environments that can be found throughout the nation.

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Model Preschool Program for Gifted Children

Seattle, Washington

Funding Source FY 1976-77
OGT: $41,671
State: $30,000
Ford Foundation: $65,000

Project Key. HEW Region X, Model Project, Preschool

Project Description. The Child Development Model Preschool is part of a comprehensive program of research and service focusing on the development of children with advanced intellectual abilities. Activities associated with the project include the preschool program, a longitudinal study of children with advanced intellectual skills, and a diagnostic and counseling service that provides families of intellectually advanced children with assessment and school placement information. The Child Development Research Group also interacts with public school programs for superior students. The Model Preschool goals are realized through a process that involves the development of identification procedures for locating extremely precocious young children, the design of a curriculum that allows for physical and social immaturities to exist side by side with advanced intellectual abilities, and dissemination of information to parents and educators.

Population. The project serves a multiracial group of 30 children from 2 to 5 years of age. All the children are above average with respect to some intellectual ability. Six have demonstrated performance that meets the project's stringent criterion for extraordinary precocity which, briefly defined, means performance on a general test of intelligence (e.g., Stanford-Binet, WISC-R) or performance on a test of specific ability

(e.g., spatial relations, language) of four or more standard deviations above the mean equivalent to that of the average child at twice the chronological age of the child tested.

The preschool population constitutes one subgroup of a sample of over 200 children who have participated in some phase of the project's longitudinal study. In addition, children ranging in age from 2 through 12 years participate in the project's Diagnostic and Counseling Service for families of intellectually advanced children. Another group of older children is participating in the project's program of early admissions to the University of Washington, Seattle, which was begun in March 1977.

Location. The Model Preschool is located on the University of Washington campus in Seattle. Because the project is housed in a preschool facility, there are extensive resources to support an educational program for gifted young children. The university is the largest and most prestigious institution of higher learning in the state. It provides a multitude of programs in a great variety of areas on a single metropolitan campus.

Funding. The US Office of Education has committed approximately $40,000 per year for three years to help support activities of the Model Preschool. The longitudinal study is supported by a three year grant from the Spencer Foundation for approximately $215,000. A Ford Foundation grant of approximately $130,000 for two years specified several literature reviews that are relevant to the identification and eduation of precocious children and the furtherance of public school programing relevant to mentally advanced children.

Clients using the diagnostic and counseling service pay a maximum fee of $50. Parents of children enrolled in the preschool pay a maximum fee of $210 per quarter for a half day program and $400 per quarter for a longer day program. These fees are paid according to a sliding scale.

Administration and Organization. The project is administered by the director of the various coordinated projects of research and service, a coordinator of the preschool program, a coordinator of the longitudinal study and screening program, and a coordinator with the public schools and the community at large, as well as an administrative assistant. All these staff members, together with five psychology graduate students and several undergraduate students, are involved in the identification and evaluation aspects of the US Office of Education project and with its dissemination activities. The Child Development Research Group holds weekly meetings to exchange information about all phases of activity, weekly (or more frequent) meetings of the director and the three project area heads, and monthly meetings of an advisory committee.

Staffing. The number of staff employed is 20.

Job Descriptions. All staff members of the Child Development Research Group are involved with the Model Preschool in one way or another. The project director is a professor of psychology and chairperson of the Child Development Research Group. There are two assistants to the director for project administration, evaluation, planning of educational programs, identification techniques, and dissemination activities. Each holds a position as research assistant professor. Research and testing services are supplied by five developmental psychology graduate students; administrative services are provided by program assistants; and a research associate serves as liaison to the public schools and the community at large.

Relationship to Total Education Program. Acting as a catalyst, the Child Development Research Group has contributed to the surging interest in educational programing for gifted children. Staff members have interacted with a variety of public and private schools in the greater Seattle area. To date there has been contact with children, parents, or school personnel in two-thirds of the area's approximately 45 school districts. An increased understanding of all aspects of the precocious young child has been shared through speaking engagements, committee participation, mailings, and telephone conversations. Staff members have been asked to participate in school district workshops, preschool teacher meetings, and parent group meetings. There has been interaction with individuals and groups in the state legislature and in the State Office of the Superintendent of Public Instruction, and ideas have been shared with the education

department of the Pacific Science Center. While the major part of community interaction has taken place in the greater Seattle area, particular emphasis on precocious preschool children has attracted inquiries from myriad locales, including Alaska, St. Louis, New York, and Denmark.

Eligibility. Children are selected for the preschool program from a pool of 2 to 5 year olds whose parents have asked that their children participate in the program. As a first step in screening, all parents are asked to complete a questionnaire describing their child's abilities and interests. In addition, for the 1976-77 preschool screening session, all applicants were tested at the preschool. If individual testing cannot be completed, preliminary selection of children for individualized testing is made on the basis of ratings of information from parent questionnaires. All minority applicants are included in the full selection process.

The testing battery is designed to include as many opportunities as possible for the young child to demonstrate his or her best intellectual performance. The battery includes a short form of the Stanford-Binet (Terman & Merrill, 1972 norms edition); the digits subtest from the McCarthy Scales of Children's Abilities (McCarthy, 1970); the block design, mazes, and arithmetic subtests of the WPPSI (Wechsler, 1967) and the WISC-R (Wechsler, 1974); and a brief reading test of original design. Children who do not reach ceiling on the WPPSI block design and mazes subtests continue on through the comparable WISC-R subtests (Wechsler, 1974). Children who show evidence of substantially advanced reading and/or mathematics abilities are sometimes scheduled for further testing with the Peabody Individual Achievement Test (Dunn & Markwardt, 1970). While the child is being tested, further information from parents is collected in an interview.

The final judgment as to whether the child is considered for the preschool is made on the basis of a point system that takes into account multiple criteria from test performance, ratings of information from parents, and additional factors such as a child's bilingualism or cultural difference and the quality of the test session. During the screening for the 1976-77 session, a total point score of 5 qualified a child for possible preschool acceptance. A child earning 4 or more points was considered qualified if at least one of the points reflected test performance. Point scores earned by the 50 children in that screening population ranged from 0.5 to 16 points.

Curriculum Description. The preschool curricula are being developed to meet the challenge of teaching mentally advanced children, in whom one often finds very disparate rates of development. Intellectual content appropriate to the elementary grades must be presented in a manner commensurate with the children's relatively immature social and physical skills. The teachers have worked out a highly individualized academic program. Careful records are kept and a portfolio of curricular materials in various subject areas will be forthcoming.

Dissemination. The Child Development Research Group has become identified as a resource center for activities of all kinds connected with intellectually advanced children. The staff has been responsive to increasing demands for information concerning the identification and education of intellectually advanced children. Staff members serve as speakers or workshop leaders to groups of educators and/or parents and are involved in informal discussions with parents, community persons, and school personnel from local, national, and foreign school districts. Acting as consultants, staff members work with committees or task groups concerned with programing for the gifted child. Approximately 35 packets of materials have been sent out to educational groups and at least 25 letters and other documents to government leaders. Contacts with the media include television, radio, and newspapers. A number of scholarly papers have been presented before professional meetings and for publication.

Parent Involvement. Parents are involved at every stage of the Model Preschool program. During the screening phase parents complete extensive questionnaires and participate in in-depth interviews about their children and their plans for their education. Parents are encouraged to visit the school, and many have observed the program and conferred with teachers about their child's progress. Teachers encourage

daily informal contacts with each family. The ongoing dialogue with parents has provided an important source of input to program planning. There is an evening meeting each quarter when project staff and parents gather to talk about curriculum goals and program planning. The project's parent reading list is available to all parents, along with a small circulating library of child development materials. Two parent representatives are members of the project's advisory committee.

Community Involvement. Community involvement is formally encouraged through the advisory committee, which meets monthly to discuss topics of concern to the Child Development Research Group. Community support has also been enlisted through preschool, day care, and medical facilities in Seattle's central area in the search for minority children who demonstrate advanced intellectual ability.

Evaluation. The preschool is evaluated in terms of the intellectual, social, and emotional development of the students. Intellectual progress is monitored by pretest and posttest performance on standard tests of intelligence, specific intellectual abilities, and academic skills. Progress of a selected group of preschoolers is being compared with that of a matched group of children who qualified for, but did not attend, the preschool. Social and emotional progress is assessed through teacher observations and ratings.

Long term followup of the children's later school adjustment and achievement is also included in the evaluation. Impact of the model program on the local community is evaluated in terms of the program's visibility (newspaper and radio publicity, talks to groups of parents and teachers, visitors to the program, etc.) and by consideration of the project staff's interactions with local school personnel.

Future. The Model Preschool will continue to enroll each year 30 children who are intellectually advanced. The program has been expanded to include a kindergarten beginning in September 1977. This has seemed to be a justifiable plan, since public school programs tend to be more flexible for intellectually advanced children after they have entered first grade. Curricular guides in the areas of drama-music-movement, mathematics, reading, art, language arts, and science will be ready in the near future.

Project staff will continue to participate in national conferences and meetings and to sponsor meetings and workshops.

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A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model: Panhandle Child Development Association, Inc.

Coeur d'Alene, Idaho

Funding Source FY 1976-77
OGT: $41,709 (9/1/76-8/31/77)
Fund raising by parents: $250

Project Key. HEW Region X, Model Project, Rural, Gifted and Talented Handicapped, Preschool

Project Description. The model project is exemplified by the activities of two classrooms located in Coeur d'Alene and Post Falls which serve a maximum of 36 children 3 to 5 years old during 2½ hour sessions weekly. An enriched learning experience occurs by the development of:

1. Communication skills.
2. Social skills.
3. Curiosity and problem solving skills.
4. Self awareness skills.
5. Preacademic skills.

These skills are developed through the use of individualized and group program planning. The teaching process is centered around the development of thinking processes (Bloom's taxonomy) as it relates to a learning concept. Pupil progress is recorded through a Criterion Referenced Concept Assessment and Curriculum Plan, through achievement results on the Pea-

body Individual Achievement Test, and, where appropriate, through behavioral observations. Success is dependent upon integral involvement of parents and federal, state, and private agencies currently serving children.

Population. A maximum of 36 children 3 to 5 years of age constitute the target population. These youngsters are representative of the socioeconomic nature of the communities involved.

Location. The project is providing services to youngsters from the northern part of Kootenai County, which encompasses school districts 271, 272, and 273. One classroom is located in each of the communities of Post Falls and Coeur d'Alene.

Administration and Organization. The Panhandle Child Development Association, Inc., is governed by a board of directors to which the project director is immediately responsible. All staff working for the project are directly responsible to the project director. An advisory committee to the model project meets periodically and provides input to the project director on program progress. This body consists of two representatives from the association's board of directors and two parents from each of the classrooms involved.

Staffing. Six full time staff members are employed.

Job Descriptions. The project director is responsible for the overall management of the project and for designing and scheduling the dissemination program, developing inservice training as it relates to project staff and persons visiting the project for training purposes, coordinating with community resources, and reporting to the advisory board and to the board of the Panhandle Child Development Association, Inc.

The director also assists in developing curriculum, supervising project staff, assisting with parent education, and evaluating the project.

Teachers are required to participate in inservice activities, to determine the screening process to be used in the program, and to follow through on referrals. They are also responsible for developing and identifying curriculum materials and teaching approaches, assessing each child's functioning level, and developing an appropriate individualized program plan. Teachers should also involve parents in the classroom, participate in dissemination activities, maintain current records on each child involved in the program, and supervise teacher aides.

Teacher aides perform teaching tasks as assigned, assist in parent involvement, provide feedback to the teacher on a child's response to an activity or on behavior observed during the session, and participate in inservice activities.

Relationship to Total Education Program. Because the Panhandle Child Development Association, Inc., is an independent agency, the relationship to the total education program is representative of the way in which services can be provided from a multibased process. Communication does exist with all three school districts concerned. Followup into the first grade placement is a part of the project endeavor. In addition, a total educational plan is developed using the necessary community resources in order to meet the individual child's need (i.e., the joint placement of a gifted handicapped child in the Preschool Program for Handicapped Children at the Child Development Center).

Eligibility Requirements and Measurement. Screening procedures include administration of the Peabody Vocabulary Test and the Goodenough-Harris Draw-A-Person Test and completion of a Parent Interview Form. A youngster may qualify for entrance into the program by scoring 1½ standard deviations above the mean on either of the instruments administered. If however, the parent, feels that the test results do not reflect the child's ability and are inconsistent with the responses recorded on the Parent Interview Form, the child may be admitted into the program for an observational period. During that time, further testing occurs and a final decision is made with the parent on the basis of additional test results and the child's participation in class work.

Curriculum Description. The project develops curriculum materials and teaching approaches that challenge the preschool gifted and talented child. Teaching strategies designed using Bloom's taxonomy are identified and developed to meet the individual needs of each child. Curriculum areas being developed are:

1. *Communication skills.* Language: Peabody Early Education Kit, Distar Language II, Pea-

body Kit Level P. Music: appreciation, singing, rhythm. Art: creativity with clay, paint, crayons, and paper; role playing, puppet play, imagination games.

2. *Social skills.* Snack time, free play, small and large group circle activities.
3. *Curiosity pursuits and problem solving skills.* Development of learning packet, games, science activities (e.g., floating, foods, products, magnetism, textures, senses). Social studies: news and community events, map awareness, people.
4. *Self awareness skills.* TA for Tots, gross motor activities (e.g., body games, posture development), Free To Be You and Me.
5. *Preacademic skills.* Mathematics: Distar Arithmetic I, Cuisenaire Rods. Reading: Distar Reading I and II, Houghton-Mifflin Reading Series. Readiness activities: cutting, coloring, painting, pasting.

Dissemination. This has occurred through presentations at conferences and at college courses on exceptional children, through publicity of articles appearing in newspapers and newsletters, by the development of a brochure and program related materials, and by having many visitors and practicum students into the classroom.

Parent Involvement. Parents are involved in the project by transporting their children to and from the classroom; by participating in classroom activities on a scheduled basis; by serving as mentors in the classroom; by providing snacks to the program; by participating in parent meetings; by initiating fund raising efforts; by participating on the advisory board; by participating in parent education sessions; and by conferring with the classroom teachers on both an informal and formal basis.

Community Involvement. Supplementary services to the children involved in the program reflect one form of community involvement (e.g., health education, speech therapy). The community is also used as an experimental classroom through field trips to a local supermarket, the fire station, and other community sites. Additional community support has been reflected by the loan of many items necessary for classroom operation.

Inservice Evaluation and Results. Internal evaluation has been the only form used to date. Such evaluation takes three different forms. First, a time sample was used to ascertain the distribution of time spent in each curriculum area. Programmatic changes were made on the basis of that evaluation, and a followup evaluation was made at the end of the school year. The second form of evaluation involved is that of staff evaluation. This procedure has included two processes: one involving classroom observation of the teacher and a second involving a self evaluation by the teacher. All results are discussed with the respective staff member involved and appropriate objectives are developed. A third form of evaluation is ongoing and relates to student progress as curriculum concepts are recorded according to the date that they are started and the date they are completed. A second form of evaluation of student progress is noted in the use of the Peabody Individual Achievement Test as a pre-post measure of student achievement.

Future. When federal funds expire with this model project, it is intended that the classrooms continue on the basis of local support.

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Statewide Assistance for Gifted Education (SAGE)

Boise, Idaho

Funding Source FY 1976-77
OGT: $65,000 (8/15/76—8/14/77)

Project Key. HEW Region X, State Education Agency

Project Description. The objectives for Project SAGE are to:

1. Establish statewide assistance for gifted education to help insure the implementation of Idaho's State Plan for Gifted and Talented in a coordinated fashion to maximize impact through an essentially rural state.

2. Provide support to each of the three state universities in their efforts to design and offer contemporary preservice and inservice training to target groups interested in, or presently associated with, gifted and talented programs.
3. Establish and support a model demonstration program in each of Idaho's three special education regions to implement and show innovative and best practice approaches for gifted and talented children.
4. Disseminate information of an innovative and best practice nature to all target groups in the state concerned with anticipating or providing services for the gifted and talented and provide other states with the opportunity, at their cost, to obtain all such information and training materials or to visit model sites for the purpose of supporting any outside state development of a rural delivery system for gifted and talented programs.

In meeting the third objective, the project seeks to stimulate the expansion and improvement of programs presently operating and to assist districts in the planning and development of new programs by operating three model demonstration projects. The three demonstration projects have both common and unique features that will be described under each section.

All three SAGE projects provide on-site training through program visitation, information through comprehensive workshop offerings, and program implementation assistance through followup visitations to regional districts.

The Lewiston SAGE project has the following objectives:

1. To perfect local gifted and talented program services through national conference attendance, visits to operational gifted and talented programs, establishment of an ad hoc advisory committee to review local practices and identify needs, and formal program evaluation with consultants.
2. To receive field input from those districts, communities, and institutions that Project SAGE serves through a regional planning conference.
3. To plan a 3 to 5 day regional workshop to provide information on topics of interest and need as determined by the local advisory committee and regional planning conference.
4. To provide technical assistance to regional districts implementing gifted and talented programs.

The Meridian SAGE project is designed to provide inservice training concerning gifted education from inception to evaluation to elementary teachers and other educators within a region of southwest and central Idaho encompassing 43 school districts. Project goals are as follows:

1. District facilitators, classroom teachers and administrators will demonstrate competence in working with gifted and talented students.
2. Out of district educators interested in programing for gifted and talented pupils will be prepared to begin, maintain, and evaluate programs for the gifted and talented.

The Idaho Falls SAGE project has the following specific objectives:

1. To provide inservice training to teachers in eastern Idaho interested in working with the gifted.
2. To develop a model dealing with procedures for local school district implementation of gifted programs.
3. To develop training packages in various areas of gifted education.

Population. The target population for all three projects includes local district administrators, school faculties, and support services personnel; local college faculty and students; local community professionals and business people; local parents and district patrons; local private school faculty; regional school district administrators, school faculties, and support service personnel; regional institutions of higher education faculties and students; parent representatives from regional parent groups; and regional private schools and community agencies.

Location. The demonstration projects were located in sites that are accessible to a majority of the target groups within the specific region. The Lewiston project serves the Northern Special Education Region, which is a very rural area. The city of Lewiston has a population of 32,000 and serves as a hub of supply and service for nearly

15,000 square miles of territory. Lewiston is approximately 37 miles from Washington State University and the University of Idaho.

The Meridian School District is one of the more rapidly growing school districts in Idaho and serves an agricultural area of 382 square miles in the central western part of the state. The increase in the population of Meridian, which currently stands at 8,600, has been largely due to the addition of technical firms which are bringing in more professionally trained personnel. Thus the new enrollees in the school systems frequently have had opportunities to develop skills and talents that cannot be provided in Meridian. This has stimulated new interest in gifted and talented programs.

The SAGE project in Idaho Falls serves the eastern portion of Idaho. Idaho Falls has a population of 38,000 but serves a trade area of 150,000. The main sources of income are atomic energy research, agriculture, manufacturing, and recreational travel. A high percentage of the residents are professional people who have a definite interest in establishing programs for the gifted and talented in the local schools.

Administration and Organization. In Lewiston, decision making is primarily the responsibility of Tom Trotter, the local project director. He is advised by local program staff, the ad hoc advisory committee, and regional planning conference participants. Decisions are channeled through the district superintendent of schools to ensure that local district policies and procedures are not transgressed.

In Meridian, Richard W. Leonard, SAGE director, has the final authority on expenditure of SAGE funds. The coordinator of the Program for Accelerated Learning (PAL), in conjunction with Richard Leonard, designs and executes workshop formats, acquires personnel for inservice training, and communicates with district and regional personnel concerning inservice training, workshops, visitations, and demonstration center information.

In Idaho Falls, project director Henrik Lundgren, the inservice coordinator, and a consulting teacher constitute a steering committee. The program director has the final authority. The steering committee has worked with an advisory committee of other teachers and administrators and has consulted parents and students.

Staffing. The Lewiston staff consists of a primary design team composed of the project director and two gifted and talented facilitators. The ad hoc advisory committee and regional planning committee are composed of administrators, facilitators, psychologists, university personnel, parents, and representatives of the community who serve in a voluntary capacity.

In Meridian, 16 people, 10 of whom came from outside the Meridian District, were used as master instructors in Project SAGE. They were selected by recommendation on the basis of their expertise in various areas of gifted education.

In Idaho Falls, three members of the steering committee administer the programs. Seven consultants have been hired to conduct various inservice workshops in their area of expertise, and other consultants have already conducted workshops.

Relationship to Total Education Program. In Lewiston, total education system involvement was accomplished through support services/regional education representation on the advisory committee and through an open invitation to participate in a comprehensive regional workshop.

The classroom teachers and administrators who are participating in the Meridian project have indicated an increased understanding of gifted education. They are working within the educational program to increase services for the gifted both in regular and special classes.

The program in Idaho Falls is an integral part of the Special Education Department. The project director is also special education director and coordinates project needs with the district. The project communicates directly with superintendents, special education directors, and gifted facilitators in districts within the Eastern Region. This increases the capacity of these districts to provide a total educational program that will meet the needs of the gifted and talented.

Eligibility Requirements and Measurement. Since the project provides direct services primarily to teachers, this section will describe the selection process for teachers to attend the various training sessions.

All Lewiston teachers are invited to participate in inservice training and workshops.

Teachers from Meridian are selected on the basis of their involvement in gifted education. Many are cluster teachers or gifted and talented facilitators. All are recommended by their principals. Participants from other districts are selected on the basis of administrative recommendation.

In Idaho Falls, districts within the region are asked to send participants to the workshops that they would consider hiring as full time facilitators. They are asked to review state guidelines for characteristics of gifted facilitators. All representatives sent to the workshops by their school districts are admitted.

Curriculum Description. The training programs consisted of workshops, which lasted from one to three days, and program visitation. Local, regional, and national consultants conducted the various training sessions, which covered topics such as characteristics and identification strategies, program prototypes, curriculum and instructional methods, resources inside and outside the school, counseling and guidance, disadvantaged and underachieving gifted, parenting and parent programs, and program and student evaluation.

Dissemination. Lewiston disseminates information concerning its SAGE project through the following: (a) a quarterly bulletin, *Nova Focus*, that is printed and distributed to all Idaho school districts, institutions of higher education, private schools, and nonpublic agencies; (b) three half-hour television programs produced for broadcast over state educational television circuits; and (c) local news media, which are sent any project publications and are invited to cover all program events.

Meridian developed teacher training packets covering various areas of gifted education from preservice to evaluation. They are circulated throughout southwestern and central Idaho. Small packets were developed to send to other states.

Idaho Falls provides inservice training to all districts that send representatives. Materials are collected and compiled into training packages for eventual dissemination to all interested parties.

Parent Involvement. The three districts have involved parents in various stages of program development and implementation. Lewiston has a parent volunteer on the local advisory board which reviews the program and identifies inservice needs. They have also conducted sessions for parents during their comprehensive workshop.

On the Meridian project parents have been involved in the workshops and also in publicizing the project.

In Idaho Falls, parents were consulted in the preliminary planning and needs assessment stages of the project. Media coverage of the workshops has encouraged parent participation. Parents and community persons are actively involved as mentors and volunteers in the gifted programs that include their children.

Community Involvement. The resources of the community have been used in varying degrees by the three projects.

In Lewiston, local community professionals have been heavily involved in providing community placements and apprenticeship or mentorship opportunities for gifted and talented students. Two community professionals sit on the advisory board, and participation in the comprehensive workshop is open to this group.

The Meridian project has little community involvement except through parents. Some community mentors have been used in the district's gifted programs, and a local musician was part of one SAGE inservice workshop.

Parent-teacher organizations are the only community oriented groups that have worked with the Idaho Falls project. Senior citizen groups and parents have been helpful in providing mentors and volunteers for gifted programs.

Evaluation. The project director in the state education agency coordinates the overall collection and analysis of data to determine achievement of results and benefits. The evaluation consists of an examination of:

1. The increase in the number of gifted and talented programs operating in the state by June 1977 and June 1978.
2. The number of participants at the inservice training sessions and their evaluation of the effectiveness of the training.
3. The extent of dissemination of information on the gifted and talented and/or on the projects to concerned interstate and intrastate agencies.

Future. In Lewiston, the most lasting product of SAGE will be the regional resources network to be established during the second year continuation. This provision calls for the creation of a resources bank of information on people, material, and activities ready to be distributed upon request. Programs for students will be continued, using local, county, and state funds.

In Meridian, state and local funds will continue to support the Program for Accelerated Learning (PAL).

When funding terminates in Idaho Falls, inservice training packages will be available so that the district can continue inservice training and implementation of gifted programs according to the models developed during the funding period. Programs for gifted and talented students will continue through local, county, and state funds.

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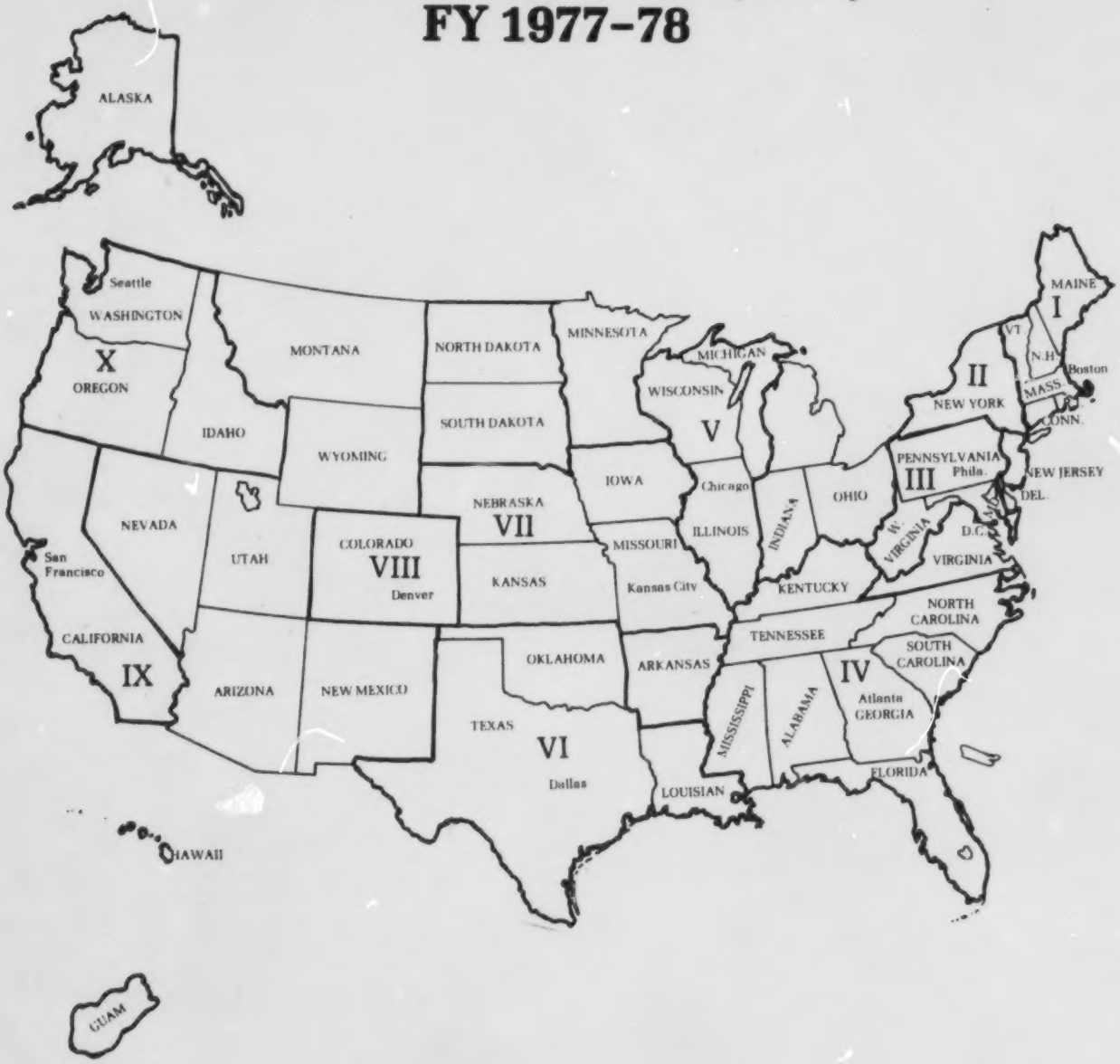
Projects Funded by the Office of Gifted and Talented (OGT) FY 1977-78



Projects Funded by the Office of Gifted and Talented (OGT) FY 1977–78

Location	Project title	Index key	OGT funding level
ALABAMA			
Montgomery*	Alabama Plan for Gifted and Talented	IV, SEA, T	$ 54,270
ALASKA			
Juneau	Southeast Alaska Regional Gifted Program	X, LEA, T	20,000
CALIFORNIA			
Los Angeles*	National/State Leadership Training Institute on the Gifted and Talented	IX, LTI, T	190,000
Oakland	Identifying and Servicing Oakland's Gifted and Talented Deaf Students	IX, LEA, GH	20,046
Redding*	Model Project for Implementing a Program for Gifted and Talented in Rural Schools	IX, M, R	43,512
Sacramento*	Development of Teaching Competencies: Gifted and Talented	IX, SEA, T, R, L	76,843
COLORADO			
Denver	Policy Leadership and Information Dissemination in Gifted and Talented Education: National Impact	VIII, LTI, T	37,966
Denver*	State Project for the Gifted and Talented	VIII, SEA, T	31,634
CONNECTICUT			
Hartford	Gifted and Talented Resource Networking for Connecticut Professional Personnel	I, SEA, T	39,957
Stratford*	Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study	I, M, VP, CD	41,650

*These projects are continuations from 1976-77.

Location	Project title	Index key	OGT funding level
DISTRICT OF COLUMBIA	District of Columbia State Proposal for Education of the Gifted and Talented	III, SEA, T	45,454
DISTRICT OF COLUMBIA*	Policy Fellows for the Gifted Child	III, LTI	76,124
FLORIDA			
Clearwater	A Developmental Program for Gifted Students with Learning Disabilities	IV, LEA, GH	19,751
Tallahassee*	Gifted: A Member of the Florida Learning Resources System	IV, SEA, T	54,400
GUAM			
Agana	Guam State Pioneer Model Project Gifted and Talented Preschool Program	IX, SEA, P	60,451
GEORGIA			
Atlanta*	Statewide Planning and Inservice for Gifted and Talented Personnel	IV, SEA, T	55,000
HAWAII			
Honolulu*	Development of State Plan for Gifted and Talented: Pilot Testing of Prototype State Project for a Comprehensive Language Arts and Fine Arts Center	IX, SEA, VP	55,000
IDAHO			
Boise*	SAGE: Statewide Assistance for Gifted Education	X, SEA, T	55,000
Coeur d'Alene*	A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model: Panhandle Child Development Association, Inc.	X, MP, R, GH, P	41,709
ILLINOIS			
Springfield	A Refocus on Giftedness: Illinois Components	V, SEA	13,000
IOWA			
Des Moines*	Iowa Gifted and Talented Project	VII, SEA, LTI	38,780
KANSAS			
Hutchinson	The Dillon Outdoor Education Center	VII, LEA, R	10,793
Topeka	Cooperative Teacher Training Programs for the Gifted in Kansas	VII, SEA, T, L, R	16,050
KENTUCKY			
Frankfort*	Kentucky Program for Gifted and Talented Education	IV, SEA, T	54,529

*These projects are continuations from 1976-77

Location	Project title	Index key	OGT funding level
LOUISIANA			
Baton Rouge	Training Program in Gifted and Talented Education for Local Education Agencies and Universities	VI, SEA, T	$ 30,845
New Orleans*	Project Gifted and Talented in the Arts	VI, LEA, VP	20,000
MAINE			
Augusta*	Statewide Capacity-Building Grant for Gifted and Talented Education	I, SEA, R, T	25,000
MARYLAND			
Baltimore*	A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland	III, SEA	43,000
MASSACHUSETTS			
Boston*	Student Service Center/Student Advisory Council Project	I, SEA, L	38,930
North Chelmsford	Leadership and the Law	I, LEA, L	6,762
MICHIGAN			
Livonia	ACCENT: A Careers Curriculum Exploring Natural Talent	V, LEA, CE	20,891
MISSISSIPPI			
Jackson*	Coordination, Personnel Development, and Model Building	IV, SEA, T	50,000
MISSOURI			
Ferguson	Ferguson-Florissant PROBE Program	VII, SEA, T, M	20,675
Jefferson City*	Training Institute for Gifted and Talented	VII, SEA, T	16,800
NEBRASKA			
Lincoln*	Nebraska Inservice Model for Teachers of Gifted and Talented	VII, SEA, T	25,000
NEW JERSEY			
Trenton*	The Northeast Exchange: A Multistate Consortium for the Gifted and Talented	II, SEA, C, T	$ 60,000

*These projects are continuations from 1976-77.

Location	Project title	Index key	OGT funding level
NEW YORK			
Albany*	Planning and Developing State Education Department Services for the Gifted and Talented	II, SEA	46,236
Bronx*	Model Program for Developing Creativity in Science	II, MP, M	41,859
Brooklyn	District 16 Project of Gifted and Talented	II, LEA	10,000
Brooklyn*	OPEN GATES	II, LEA, CD, GH	22,260
New York City*	Graduate Leadership Education Project on the Gifted and Talented	II, LTI, L, T	175,000
NORTH CAROLINA			
Raleigh*	Mainstreaming Early Childhood Gifted and Talented	IV, SEA, P, T	60,000
NORTH DAKOTA			
Bismarck*	Development of Education for Gifted and Talented Students in North Dakota	VIII, SEA	32,400
OKLAHOMA			
Tahlequah	Adair and Cherokee Counties Multidistrict Gifted and Talented Elementary Students	VI, LEA, R, VP	25,305
OREGON			
Troutdale	Model of Community Based Learning Activities for Gifted and Talented Elementary Students	X, LEA, T, M	18,400
PENNSYLVANIA			
Harrisburg*	Right to Education System for the Gifted and Talented	III, SEA	36,000
Philadelphia*	The Use of Piagetian Based Tests for Identification of Disadvantaged Gifted	III, LEA, CD	19,604
RHODE ISLAND			
Providence	Providence Program for the Gifted	I, LEA, T	19,689
SOUTH CAROLINA			
Columbia*	State Activities for Gifted and Talented	IV, SEA, T	44,370
SOUTH DAKOTA			
Rapid City	The Gifted and Talented Program in the Rapid City Teacher Center	VIII, LEA, T	13,780
TENNESSEE			
Alcoa	Interpersonal Development Project	IV, LEA, GH, T	23,092

*These projects are continuations from 1976-77

Location	Project title	Index key	OGT funding level
TEXAS			
Austin*	Texas Regional Leadership Cluster Project	VI, SEA, T	50,000
VERMONT			
Montpelier	Local District Small Grants Inservice for Gifted and Talented Children in Vermont	I, SEA, T, R	25,987
WASHINGTON			
Olympia	Development of Program Implementation Teams	X, SEA, T, R, CD	44,965
Seattle*	Model Preschool Program for Gifted Children	X, MP, P	41,671
WEST VIRGINIA			
Martinsburg	Appalachia TAG	III, LEA, T	25,200
WISCONSIN			
Madison*	Multistate Proposal for Gifted and Talented Students under PL 93-380	V, SEA, C, T	185,000

*These projects are continuations from 1976-77.

Region I

	OGT funding
A Gifted and Talented Resource Networking for Connecticut Professional Personnel—Hartford, Connecticut	$ 39,957
B Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study—Stratford, Connecticut	$ 41,650
C Statewide Capacity—Building Grant for Gifted and Talented Education—Augusta, Maine	$ 25,000
D Student Service Center/Student Advisory Council Project—Boston, Massachusetts	$ 38,930
E Leadership and the Law—North Chelmsford, Massachusetts	$ 6,762
F Local District Small Grants Inservice for Gifted and Talented Children in Vermont—Montpelier, Vermont	$ 25,987
G Providence Program for the Gifted—Providence, Rhode Island	$ 19,689
Total OGT funding for Region I	$197,975

Gifted and Talented Resource Networking for Connecticut Professional Personnel

Hartford, Connecticut

Funding Source FY 1977-78
OGT: $39,957 (10/1/77-9/30/78)
State: $17,000

Project Key. HEW Region I, State Education Agency, Teacher Training

Project Description. The project is a statewide professional development program to create a network of six gifted and talented resource centers and a state clearinghouse to provide consultative services and supportive resources for the development and upgrading of state approved programs for gifted and talented children and youth and to provide inservice training packages for professional personnel on the use of such resources to provide direct services to gifted and talented children and youth.

The Connecticut State Board of Education, through its six regional education service centers, will:

1. Establish a gifted and talented resource clearinghouse at one of the six regional education service centers.
2. Establish gifted and talented resource centers at the six regional education service centers.
3. Catalogue approved gifted and talented programs for children and youth in Connecticut.
4. Catalogue gifted and talented consultants for use by local education agencies in delivering inservice programs or for adapting or adopting approved gifted and talented programs.
5. Produce and disseminate a *Directory of Human, Organizational, and Reference Resources on the Gifted and Talented* to all Connecticut local education agencies.
6. Produce workshops for local education agencies at each gifted and talented resource center on the nature of the resource centers and the types of assistance available to requesting local education agencies.
7. Produce and disseminate to all gifted and talented resource centers the training packages that have been developed to assist local education agencies in developing or upgrading approved programs for the gifted and talented.
8. Provide for continual updating of the resources at each gifted and talented resource center.

Population. The project serves 1,000 professional personnel involved in gifted and talented programing, 6,000 gifted and talented children and youth presently in state approved programs, and six regional education service centers.

Location. The project encompasses all local education agencies in the state of Connecticut.

Project Director
William G. Vassar
Connecticut State Department of Education
Box 2219
Hartford, Connecticut 06115
(203) 566-3444

Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theater Arts and Independent Study

Stratford, Connecticut

Funding Source FY 1977-78
OGT: $41,650 (8/25/77-8/31/78)

Project Key. HEW Region I, Mentorship, Visual and Performing Arts, Culturally Different

Project Description. The model project is a talent search that addresses the critical problem of identifying culturally diverse students in urban areas with the potential to become gifted adults. The focus (grades 7 and 8) is a crucial stage in nurturing potential talent.

The Center for Theater Techniques in Education and the Independent Study Program of the Hamden-New Haven Cooperative Education Center have combined their efforts to establish a liaison between the middle school and high school levels. The model project consists of a preliminary screening for potential talent followed by a support program to nurture the ability of the selected students by providing

opportunities to explore new areas through general creativity and theater arts experiences, thereby uncovering and reinforcing budding areas of talent. The activities are a component of the identification process. At the end of the first year, students who are judged to be exceptional continue for a second year, during which they continue to explore their talent areas and focus on the development of their abilities. Participating students are selected on the basis of potential high ability in creativity, academics, leadership, or physical competence. In the second year the trainers also begin counseling the students to make them aware of the alternative programs for the gifted and talented within the city at the high school level. The Independent Study Program staff interview and select students who are interested in participating in the Independent Study Program at the tenth grade level. They also counsel the students throughout the eighth and ninth grade transitional phase.

The objectives of the program are (a) that a sense of community be created among the members of the participating group, (b) that each member of the group be introduced to and begin to incorporate into the self new ways to deepen the powers of concentration, (c) that each member of the program reawaken his or her own imagination and deepen responses to others through interaction, and (d) that each member become more aware of the physical world as well as his or her own physical presence.

Group work is emphasized; throughout the program opportunities for specialization in either potential or demonstrated high ability areas are available on an individual basis and to all participating students. Resource people from the community as well as from the Center for Theater Techniques in Education act as mentors to provide the one to one interaction that has so often been cited as a significant factor in the development of a highly gifted and talented people.

Population. During the first year of the project, 48 students were selected from a population of 176 seventh grade students. During the second year, 20 of the first year students are continuing and 24 new seventh grade students were drawn from a seventh grade population of 200. For the third year, 20 students will be continued from the first 2 years and 24 new seventh graders will be added. The project provides workshops for faculty members who teach in a three house design. These teachers in the second and third years of the program will be serving a student population of approximately 400. Thus the total seventh and eighth grade population will share in some part the worth of the program through teacher adaptation of workshop techniques in the central work of the program itself. One of the major objectives of the model project is to provide training in the use of these techniques as well as direct service to students. Therefore, numerous school districts in Connecticut, in the Northeast, and in the nation will be applying the methods through participation in the dissemination-training program.

Location. The project is located at the Jackie Robinson Middle School in New Haven, Connecticut. The city of New Haven, an urban school system with a 70% minority population, has a pupil population of approximately 20,000.

Project Director
Mary Hunter Wolf

Project Codirector
Robert Avery
Center for Theater Techniques in Education
1850 Elm Street
Stratford, Connecticut 06497
(203) 377-5484

Statewide Capacity-Building Grant for Gifted and Talented Education

Augusta, Maine

Funding Source FY 1977-78
OGT: $25,000 (9/1/77-8/31/78)
State: $10,000

Project Key. HEW Region I, State Education Agency, Rural, Teacher Training

Project Description. The goal of the project is to develop a capacity within the State Department of Education for leadership, service, and assistance relating to the education of the gifted and talented in Maine. The objectives for the project's second year are as follows:

1. To develop a booklet on the use of community resources in rural towns.

2. To provide inservice training for teachers in the schools. The focus is on developing regional resource centers at four sites around the state. These centers serve as workshop and material locations. Select teachers are invited to participate in the activities. They in turn acquaint the staff of their school with the resources available in the area. These sites are connected with the Right to Read Project sites already established around the state.
3. To establish a parent organization in the state.
4. To develop a newsletter for statewide distribution as an information sharing network.
5. To have the position paper drafted by the Gifted/Talented Advisory Board approved by the State Board of Education.
6. To monitor and evaluate the grants awarded in FY 1976-77. A publication describing the projects will be distributed at the end of the school year.
7. To award grants to local schools for FY 1977-78. The overriding concern for the second year is the integration of gifted and talented education into the educational practices in the state. All activities are therefore geared to this end.

Population. The project serves parents and school personnel working with gifted children.

Location. This project serves the entire state of Maine.

Project Director
Patricia O'Connell
State Department of Education and Cultural Services
Augusta, Maine 04333
(207) 289-3451

Student Service Center/Student Advisory Council Project
Boston, Massachusetts

Funding Source FY 1977-78
OGT: $38,930 (8/15/77-8/14/78)
State: $50,000-$75,000

Project Key. HEW Region I, State Education Agency, Leadership Development

Project Description. The Student Service Center/Student Advisory Council Project is administered by the Massachusetts Department of Education, Bureau of Student Services. The state of Massachusetts has established by law a statewide student advisory council system, the first of its kind in the nation. These councils provide an opportunity to increase the involvement of youth, both directly and indirectly, in their own educational process. There are 11 councils that work on educational concerns in their respective regions. These councils elect a single group to address statewide concerns. The state council elects one student from among its members to sit as a full voting member on the Massachusetts State Board of Education.

The project serves as a model for full participation by students in the decision making process. Students gifted in the area of leadership skills are provided a forum to increase their understanding of the political system and to hone and develop their talents and skills in depth.

Each regional council is supported by a student service center. The student service centers are staffed by both paid and volunteer student members. The center staff conduct research, synthesize data, and prepare information packets on issues before the councils. In addition, the student service centers serve as a referral agency and resource to students, teachers, and the public at large on questions relating to education.

Population. The student advisory councils are composed of students from each public secondary school in the state as well as many representatives from private and parochial schools. The project seeks to recruit and train students to serve effectively as council members and encourages participation by students from diverse geographic and ethnic backgrounds.

Location. The project is housed in the six regional education centers of the Massachusetts Department of Education as well as in the administrative offices in downtown Boston.

Project Director
Roselyn Frank
Massachusetts Department of Education
182 Tremont Street
Boston, Massachusetts 02116
(617) 727-5754

Leadership and the Law

North Chelmsford, Massachusetts

Funding Source FY 1977-78
OGT: $6,762 (9/1/77-8/31/78)

Project Key. HEW Region I, Local Education Agency, Leadership Development

Project Description. This project is designed to create a comprehensive law course for gifted and talented high school students. It seeks to identify and encourage leadership ability and to make students aware of the moral and ethical complexities of a legal system based on human decision making. Its goal is to identify academically gifted students as well as average students who possess potential leadership ability; that is, (a) the unique ability to interact with people of all ages and backgrounds and to display unusual sensitivity and keen perception in interpersonal relationships, and (b) the ability to perceive ethical and moral problems, to respond to these problems with an innate, well developed sense of justice, and to influence others to respond in kind. Once these students have been screened, the project identifies those who possess actual leadership ability by using more specific ethical and moral criteria.

Other goals of the project are to provide potential leaders with an opportunity to work independently, to encourage traits of justice and morality, and to sensitize students to moral/ethical decision making through legal processes.

The project further seeks to determine whether leaders emerge predominantly from among gifted and talented students or whether leadership is a function of average intelligence but unique noncognitive abilities.

Among the methods used to achieve its objectives, the project calls for screening and carefully identifying, through both cognitive and noncognitive measures, those students who meet specific leadership criteria. Once students have been selected, they are offered an opportunity to participate in independent study of the law. This requires reading and analyzing actual court cases, as well as discussing aspects of these cases as they relate to justice, equality, and morality. Throughout the project much use will be made of field study in the community and resource people from law and related fields.

Population. Beneficiaries of this project are an estimated 125 high school students in grades 10 through 12.

Location. The project is located 23 miles northwest of Boston. Chelmsford is a suburban middle class community with a population of 31,749.

Project Director
Marcia Greenman Lebeau
Chelmsford Public Schools
Chelmsford High School
North Chelmsford, Massachusetts 01863
(617) 251-4961

Local District Small Grants Inservice for Gifted and Talented Children in Vermont

Montpelier, Vermont

Funding Source FY 1977-78
OGT: $25,987 (10/1/77-9/30/78)
State: $3,000

Project Key. HEW Region I, State Education Agency, Rural, Teacher Training

Project Description. Teachers, parents, and administrators receive training in identification and program alternatives for gifted and talented children. Training programs are available to all school districts in Vermont.

A group composed of teachers, parents, administrators, students, and Department of Education personnel is developing a state plan for the gifted in Vermont. The plan includes guidelines for implementation as well as goals, objec-

tives, and activities for the next 5 years. Direct services for 200 rural and urban students are provided through competitive small grants to local school districts.

Vermont will also continue to participate in the Northeast Exchange, a consortium of five states.

Population. The project serves teachers, parents, students, administrators, and policymakers at the state and local level.

Location. The project is statewide but is administered from the State Department of Education in Montpelier.

Project Director
Dr. Herbert Tilley
Department of Education
State Street
Montpelier, Vermont 05602
(802) 828-3134

Providence Program for the Gifted
Providence, Rhode Island

Funding Source FY 1977-78
OGT: $19,689 (9/1/77-8/31/78)

Project Key. HEW Region I, Local Education Agency, Teacher Training

Project Description. The Providence pilot program for 100 academically and creatively gifted and talented children serves grades 1 through 5 at the Edmund W. Flynn Model Elementary School. The identification and selection procedures reflect a commitment on the part of the school system to implement the program. Program activities began in September 1977 with program services for gifted children at Flynn, intensive staff and community training and involvement, and the demonstration of exemplary activities to other schools in the system and throughout the state via the Gifted Center. Federal funds are used primarily for staff development, materials purchases, testing, and consultant and evaluation services. All personnel and facilities are provided by the local education agency. The goals of the project are to:

1. Develop the basic skills of reading, writing, speaking, listening, and computing and to relate these to life situations.
2. Develop positive self image and a sense of worth, self discipline, a desire to learn, and a feeling of success.
3. Develop the full potential of each student in relation to his or her ability.
4. Develop a pride in one's own culture and an appreciation and understanding of the contributions of all cultures.
5. Create an awareness of a wide range of occupational opportunities and enable the student to develop skills that permit him or her to make the best possible career choice.
6. Develop an understanding of the democratic process and the ability to operate effectively within society and its political, social, and economic framework.

The pilot program at the Flynn Model School consists of four types of program activities: a pullout program, classroom enrichment, cluster grouping, and independent study.

The four major activities are designed to permit the gifted student to participate up to one full day each week. In this way, gifted program activities can be integrated into the regular school program without disruption.

In the pullout program the identified gifted children come from the regular classroom for special instruction and learning activities with the gifted teacher. This activity includes a variety of different learning activities such as mini courses; special classes in foreign languages; special projects; gifted center and media activities; individual contract learning project research and reports; and consultants, speakers, or demonstrations arranged through the community resource network.

Classroom enrichment activities include such things as individual student contracts for projects, research, and reports; a learning center for small group learning; and consultants, speakers, outside demonstrations, and student demonstrations. The enrichment activities are consistent with the instruction occurring in the classroom so that students not in the program can avail themselves of a class activity.

In the cluster group activities a nongraded approach is used for children with similar placement levels (i.e., similar needs, interests, and abilities per individual learning plans). This may result in small group clustering in the classroom for mini courses lasting a few days or a week. The advantages of this option include facilitation of student communication and learning and the use of special staff talents and community resources.

It is felt that some of the gifted students may be ready for independent, in-depth study of a particular area of interest. This independent study, like all other program activities, is detailed in the individualized learning plans that specify learning objectives, materials, activities, and outcomes.

Population. The project serves 100 academically and creatively gifted students and 50 staff members identified through inservice training. Ten of the staff members are programmed for gifted services.

Location. The project is located at the Edmund W. Flynn Model Elementary School, 220 Blackstone Street, Providence, Rhode Island.

Project Directors

Dr. Robert Ricci
Assistant Superintendent for Research Planning and Evaluation
150 Washington Street
Providence, Rhode Island 02903

Dr. Anthony Tutalo
Principal, Edmund W. Flynn Model Elementary School
220 Blackstone Street
Providence, Rhode Island 02905
(401) 421-2047

Region II

		OCT funding
A	Planning and Developing State Education Department Services for the Gifted and Talented—Albany, New York	$ 46,236
B	Model Program for Developing Creativity in Science—Bronx, New York	$ 41,859
C	OPEN GATES—Brooklyn, New York	$ 22,260
D	Graduate Leadership Education Project on the Gifted and Talented—New York, New York	$175,000
E	The Northeast Exchange—Trenton, New Jersey	$ 60,000
	Total OCT funding for Region II	$345,355

Planning and Developing State Education Department Services for the Gifted and Talented

Albany, New York

Funding Source FY 1977-78
OGT: $46,236 (8/15/77-8/14/78)
State: $30,000
Title IV-C: $787,000

Project Key. HEW Region II, State Education Agency

Project Description. This project is designed to implement state policy on the education of the gifted and talented described in Regents' Position Paper No. 23, *Educating the Gifted and Talented in New York State*.

The 2 year objectives of the project call for the development of a long range state plan that will provide support services designed to (a) identify the gifted and talented; (b) develop programing specific to the individual needs of such pupils; (c) prepare professional staff—regular staff as well as specialists in gifted and talented education—to become competent in meeting the needs of these pupils through adequate inservice and preservice preparation; (d) generate increasing community commitment and funding support for school efforts directed toward the achievement of these objectives; and (e) encourage the organization of energetic parent/community groups that will vigorously pursue a strong advocacy role in support of efforts to meet the needs of the gifted and talented.

In addition to the preparation of the state plan, efforts are being directed to the preparation and refinement of training manuals and guidelines on identification, programing, and the organization of preservice and inservice staff development activities. During 1977-78 the project efforts are focused upon these staff development activities and the establishment of at least two prototype regional resource centers, one of which has been established in the New York State Education Department branch office in New York City and another is being established in upstate New York. It is anticipated that with eventual support of state funds, as many as 12 to 15 centers will be established throughout the state.

Population. All of the 200,000 or more gifted and talented pupils (the upper 5%) within the state are served by the project.

Location. The project is directed from the State Education Department in Albany, New York.

Project Director
Dr. Gordon E. Van Hooft
Project Coordinator
and
Roger Ming
Project Coordinator
State Education Building
Washington Avenue
Albany, New York 12234
(518) 474-5915

Project Associate Coordinator in New York City
Mrs. Grace Lacey
Office of Urban School Services
NY State Education Department
Room 5040, Two World Trade Center
New York, New York 10047
(212) 488-3900

Model Program for Developing Creativity in Science

Bronx, New York

Funding Source FY 1977-78
OGT: $41,859

Project Key. HEW Region II, Mentorship, Model Project

Project Description. The objectives of the project are to identify gifted high school students who are motivated in the biological sciences; to develop their creativity; and to have them carry out independent research in the biological sciences. These objectives are fulfilled by a program beginning in the ninth year, proceeding into the tenth year, and culminating in the eleventh year. This program includes:

1. A ninth year specialized laboratory oriented course stressing the tools, techniques, and strategies of the biologist.
2. A tenth year research biology honors course with students selected from the ninth year course. Activities include enriched laboratory experiences stressing problem recognition, experimental design, and specialized

methods and techniques of research. Teaching strategies stress the Socratic method and practical and logical approaches to problem solving.

3. In the eleventh year, students are selected from the tenth year group. These students work independently on a specific research problem that they have identified and refined in the tenth year. This work is carried out in a project resource room. These students are guided by biology teachers trained in special techniques as well as by research scientists from universities and research centers in the community.

The major outcome of this program is the completion of independent research problems by 50 to 100 students, each of whom has written a scientific paper describing his or her work. The best of these papers are published in the departmental annual, *The Journal of Biology*.

Population. The population consists of approximately 700 students in grade 9, 100 students in grade 10, and 75 students in grade 11 who have been identified as gifted and motivated in science. The total school population is approximately 3,300 students.

Location. The school is located in the Bronx; however, students may reside in any of the five boroughs of New York City.

Project Director
Vincent G. Galasso
New York City Board of Education
Bronx High School of Science
75 West 205th Street
New York, New York 10468
(212) 295-0200

OPEN GATES

Brooklyn, New York

Funding Source FY 1977-78
OGT: $22,260 (9/1/77-8/31/78)
New York Title IV-C: $25,000
New York state-federal countercyclical: $50,000
New York City tax levy funds: approximately $42,000
Local district: $112,000

Project Key. HEW Region II, Local Education Agency, Culturally Different, Gifted/Talented Handicapped

Project Description. The project serves children 4 to 8 years old who are in the top 2 percentile on individual intelligence tests, interviews, and developmental questionnaires and who are free of adjustment and communications problems. The children are given a full time instructional program (4 hours daily for 4 year olds; all day for 5-8 year olds). Emphasis is on cognitive development in a social setting; each unit contains 25 to 30 children, with one teacher and one teacher assistant. Student teachers and parent volunteers are involved. Aspects of the program include curriculum development, teacher training, parent education, and dissemination of curriculum materials for replication in mainstream classes and in gifted programs nationwide. Screening of physically handicapped children to identify the gifted is also a component.

The objectives of the project are:

1. To determine whether full time classes for gifted children can be conducted at a cost per pupil not more than 20% higher than for mainstreaming children.
2. To create curriculum, strategies, and material appropriate for the gifted.
3. To adapt for mainstream classes whatever curriculum, materials, and strategies will have positive results for all children.
4. To develop awareness of the needs of gifted children among the public, parents, and supervisors in order to assure identification at the earliest possible age.
5. To identify gifted children among those in classes for the physically handicapped.

Population. The project serves children from the borough of Brooklyn ages 4-8, with particular emphasis on locating gifted children among the minority populations and the physically handicapped. Project classes now include 180 children. Also involved are 7 teachers, 3 paraprofessionals, 7 teaching assistants, 300 parents, plus professional staff of District 18 in Brooklyn.

Location. The project encompasses three public schools in a school district in New York City. Minority groups compose half of the district's

population. Economically, half of the district is middle class, and half is below the middle class in income. The area is residential but urban and is close to all the cultural resources of a large city.

Project Director
Donald Kaplan
Director of Pupil Personnel Services
Community School District 18
755 East 100th Street
Brooklyn, New York 11236
(212) 257-7500

Graduate Leadership Education Project on the Gifted and Talented

New York, New York

Funding Source FY 1977-78
OGT: $175,000

Project Key. HEW Region II, Leadership Training Institute, Leadership Development, Teacher Training

Project Description. This project is designed to coordinate graduate training for potential leaders in the area of gifted and talented education. Six institutions—the Universities of Connecticut, Georgia, Kansas, Purdue, South Florida, and Virginia—are presently collaborating with Teachers College to support graduate education leading to advanced degrees for those demonstrating greatest promise and interest in eventually filling leadership roles in educating the nation's gifted and talented children. Primary emphasis is on assisting students in master's and doctoral level studies that lead to careers in curriculum development, research, teacher education, and administration of programs in this specialized field.

Traineeship applicants are evaluated by an independent panel of judges on the basis of (a) academic record and potential, (b) field experience and performance, (c) assessment of scholarly and professional promise, (d) productivity, (e) nonacademic attributes, and (f) career objectives. Those nominated for traineeship support by the judges are eligible for a stipend covering a year of full time study, provided they are admitted in good standing to a graduate program leading to an advanced degree in gifted and talented education at any of the seven participating institutions. This stipend entitles the trainees to full tuition coverage at their university for the 1977-1978 year, a cash stipend of $1,800 to help defray costs of living during the year of their traineeships, an allowance of $300 to help defray costs of travel and lodging for three professional trips during the year, and a $500 fund to be used at the discretion of their advisor for local travel to field practica, professional books, and materials.

The scope of this project is national. The level of funding for FY 1978 is $175,000.

Population. The project serves potential leaders in gifted and talented education who are in the process of completing master's or doctoral degrees.

Location. The project is administered by Columbia University in New York.

Project Director
Dr. Abraham J. Tannenbaum
Box 218
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027
(212) 678-3865

The Northeast Exchange

Trenton, New Jersey

Funding Source FY 1977-78
OGT: $60,000 (8/15/77-8/14/78)
State and local: $20,000-$25,000

Project Key. HEW Region II, State Education Agency, Consortium, Teacher Training

Project Description. This is a five state consortium project which has as its objectives (a) to increase the number of identified gifted and talented students in programs for the gifted and talented, (b) to increase public support for gifted and talented education, and (c) to increase the number of trained professionals in the area of gifted and talented education.

Each of the five states has two representatives on a coordinating council which meets periodically to establish project policy and objectives

and to plan common activities. The objectives will be met in the following manner:

1. From a list of identified programs in each state, models will be chosen to offer workshops to districts wishing to implement a program for the gifted and talented.
2. All radio and television stations that service each of the five states are airing and will continue to air public service announcements on gifted and talented education. People responding to the announcement are sent additional information. Periodic news releases relating to gifted and talented activities, programs, workshops, and so forth are also sent to all papers in the five states.
3. The project's coordinating council is planning a series of training programs to be held in one central location. Each state is allowed to invite a number of people to attend these training sessions.

Population. The project serves students, educators, parents, and interested citizens in the states of Connecticut, New Hampshire, New Jersey, Rhode Island, and Vermont.

Location. The project is statewide in each state.

Project Director
Dr. Theodore J. Gourley
Branch of Curriculum Process
Division of School Programs
New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 589-3410

Region III

		OCT funding
A	District of Columbia State Proposal for Education of the Gifted and Talented—Washington, D.C.	$ 45,454
B	Policy Fellows for the Gifted Child—Washington, D.C.	$ 76,124
C	Policy Leadership and Information Dissemination in Gifted and Talented Education: National Impact—Washington, D.C.	$ 37,966
D	A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland—Baltimore, Maryland	$ 43,000
E	Right to Education System for the Gifted and Talented—Harrisburg, Pennsylvania	$ 36,000
F	The Use of Piagetian Based Tests for Identification of Disadvantaged Gifted—Philadelphia, Pennsylvania	$ 19,604
G	Appalachia TAG—Martinsburg, West Virginia	$ 25,200
	Total OCT funding for Region III	$283,348

District of Columbia State Proposal for Education of the Gifted and Talented

Washington, D.C.

Funding Source FY 1977-78
OGT: $45,454 (8/1/77-7/31/78)
D.C. Public Schools: approximately $100,000

Project Key. HEW Region III, State Education Agency, Teacher Training

Project Description. The District of Columbia Proposal for Education of the Gifted and Talented provides the foundation for development of statewide services for gifted and talented students in grades k-12. This is to be accomplished through a threefold approach:

1. Development of a comprehensive state plan.
2. Development and implementation of a training program for professionals and parents of the gifted and talented.
3. Establishment of an exemplary project for academically gifted students.

This project will field test multiple criteria identification procedures and instructional prototypes most appropriate for the urban gifted and talented student.

Population. All gifted and talented students in the District of Columbia, as well as parents and professional educators of the gifted and talented, will eventually benefit from the efforts of this program. However, pilot school populations of academically gifted students (along with their parents and the associated professionals) are the initial recipients of services resulting from this program.

Location. The project is located in the city of Washington, D.C.

Project Director
Patsy Baker Blackshear
D.C. Public Schools
Office of Instruction
415-12th Street, N.W.
Washington, D.C. 20004
(202) 724-4173

Policy Fellows for the Gifted Child

Washington, D.C.

Funding Source FY 1977-78
OGT: $76,124

Project Key. HEW Region III, Leadership Training Institute

Project Description. The Education Policy Fellowship Program (EPFP) is a program of the Institute for Educational Leadership of The George Washington University. EPFP provides an adult work/learning year to individuals who have demonstrated leadership ability and a concern for improving the education system. Since 1976-77, EPFP has provided opportunities for fellows to focus on education for the gifted and talented. Fellows work full time with a sponsor who has been carefully selected by the EPFP staff and whose office or agency designs, implements, or monitors education policy for the gifted and talented. Fellows are provided with work experiences that demonstrate how policy is made; they are permitted to observe and participate in the policy process. Fellows also participate in weekly noncredit seminars in which they meet with key individuals in education policy areas. Symposia, site visits, and national meetings are also arranged during the fellowship year.

In addition to the weekly education component that explores education issues from both a general and specific perspective, the following opportunities are provided to the fellows in gifted and talented education: (a) The Washington Policy Seminar, an opportunity to spend four days in Washington, D.C., meeting with key federal actors to determine how federal education policy is made; (b) the Council for Exceptional Children annual convention, an annual meeting of gifted and talented fellows held concurrently with The Council for Exceptional Children meeting, where fellows are permitted to attend The Council for Exceptional Children sessions according to their interests; (c) the Education Policy Fellowship Program Road Show, special programs focusing on education for the gifted and talented developed and taken to Education Policy Fellowship Program state sites, in which key educators and policymakers in the field are brought together to conduct seminars and to discuss questions of policy with the fellows.

Population. Any qualified individual who has a desire to learn how educational policy is formulated is eligible for the program.

Location. The Education Policy Fellowship Program is headquartered in Washington, D.C., is national in scope, and currently has program clusters in Connecticut, Illinois, Massachusetts, Michigan, Minnesota, and Ohio.

Project Director
Dr. Samuel Halperin

Program Managers
Paul T. Schindler
Elizabeth L. Hale
1001 Connecticut Avenue, N.W.
Suite 310
Washington, D.C. 20036
(202) 223-3415

Policy Leadership and Information Dissemination in Gifted and Talented Education: National Impact

Washington, D.C.

Funding Source FY 1977-78
OGT: $37,966

Project Key. HEW Region III, Leadership Training Institute, Teacher Training

Project Description. The general focus of the project is directed at enhancing the visibility of gifted and talented education to policy formulators in the nation. Specific training activities are conducted in six states. These training activities are designed to impact the policy development process regarding gifted and talented education.

The initial activity is using the annual convention of the National Association of State Boards of Education as the mechanism to bring gifted and talented education to the attention of significant policy formulators and implementors, including governors, state legislators, state and local board of education members, chief state school officers, and other state department of education personnel.

The director of the Office of Gifted and Talented, Office of Education, will present a national perspective in a major presentation to this audience. Five articles devoted to issues concerning the education of gifted and talented children will be disseminated in *Focus*, a newsletter of the National Association of State Boards of Education, which reaches over 1,300 education related personnel who affect policy decisions. Up to four regional conferences are being held to address regional characteristics of gifted and talented education.

Six states in the Northwest and Southwest are being selected for the training of their state boards. The training focuses on the role of the state board in the education of the gifted and talented, alternative policy options to enhance services to gifted and talented children, and strategies for implementing the alternative policies.

Population. Activities are conducted with state boards of education. In addition, however, due to the close relationship between state board members and other state policymakers, there is a carry-over effect to these other groups.

Location. Training is conducted primarily in the northwest and southwest states of the country.

Project Director
Phyllis Blaunstein
NASBE
444 N. Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

A Capacity Building Program to Improve Educational Services for Gifted and Talented Students in Maryland

Baltimore, Maryland

Funding Source FY 1977-78
OGT: $43,000 (9/1/77-8/31/78)

Project Key. HEW Region III, State Education Agency

Project Description. The purpose of the project is to identify and use resources and services that will improve the education of gifted and talented students in Maryland schools. The general objectives of the project are to:

1. Identify the special needs of gifted and talented students.
2. Identify community and educational resources and services that can be used to meet the needs of gifted and talented students.
3. Use existing community and educational resources and services to meet the needs of gifted and talented students.
4. Provide contractual services for the development and implementation of gifted and talented programs.
5. Increase the number and quality of resources and services that can be used to meet the needs of gifted and talented students.
6. Increase the involvement of school administrators, supervisors, teachers, and college educators in meeting the needs of gifted and talented students.

The project has deployed resources in nine programs currently under way in the state. Six of these are in school districts, and three are specialized programs that cut across district lines. As a set, the programs are addressed to different types of giftedness, to different methods of providing special experiences, and to different population elements. The programs funded under this project are described briefly below, beginning with the six local education agency projects.

In Anne Arundel County, three inservice workshops are being conducted to develop instructional strategies and materials for a creative problem solving program for gifted students from kindergarten through third grade. Strategies and materials have been implemented in 12 pilot classrooms.

In Baltimore City, procedures are being developed to identify disadvantaged and culturally different gifted children using a pilot population in two inner city schools. In a second project, inservice training is being conducted to develop instructional units and materials for elementary and junior high students using Junior Great Books Seminars.

Master teachers in three pilot schools in Howard County are being trained in differentiated instructional strategies. Videotapes are being used to critique teaching, and a videotaped instructional model will be completed to assist in the training of other teachers.

In Montgomery County, pilot programs in two schools are being implemented. Emphasis is being placed on implementing differentiated learning materials and experiences for students in language arts, creative arts, mathematics, and science. Part time instructional aides will be hired to assist with specially developed learning centers for students.

A series of 15 seminars is being funded for senior high school students and cooperating teachers in Prince George's County. The seminars will be conducted by college and university mentors around the topic of *excellence*. Students are expected to develop effective ways of presenting the concepts of high expectations and high performance to other students after completing the seminars.

In St. Mary's County, inservice training is being conducted for two resource teachers of the gifted and five classroom teachers. The training will provide for the development of instructional strategies that classroom teachers can use with gifted children to reinforce activities and concepts introduced to the children in special classes. Emphasis is being placed on the training of classroom teachers to implement followup activities.

One special project is the development of curriculum materials for classroom teachers and media specialists to use with highly able readers. During the summer, materials already developed were revised and put into a format for distribution.

Another special project is the Summer Centers for Gifted and Talented, which retains artists, scientists, and literary consultants for special presentations to students attending four residential summer centers. It is anticipated that 10 experts from the East Coast will provide assistance to staff and students.

In the Career Education Project, staff of the Johns Hopkins University provide technical assistance to Baltimore City and nearby counties to expand career education activities for gifted preadolescents. A series of 13 mini courses is being developed and will be used to provide inservice training for 18 teachers.

Population. The program directly benefits students and teachers in the target schools and centers. Included in the target schools are an

estimated 290 elementary, 215 junior high, and 170 senior high students from rural, urban, and suburban sections of Maryland, as well as inner city minority group children. An estimated 100 local education agency staff are directly involved in the inservice training programs.

Location. The project serves all geographic areas of Maryland, including inner city Baltimore, suburban Baltimore and Washington, D.C., and rural southern Maryland.

Project Director
Dr. James Fisher
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240
(301) 796-8300, ext. 318

Right to Education System for the Gifted and Talented
Harrisburg, Pennsylvania

Funding Source FY 1977-78
OGT: $36,000 (8/15/77-8/14/78)

Project Key. HEW Region III, State Education Agency

Project Description. This is a continued project funded initially in 1976-77. It is a pioneer state model employing technical assistance in order to assure individual and appropriate education for each gifted and talented child in the commonwealth. A full time person continues to assist in planning, identification, and implementation efforts at the local education agency level; to assist in consultancy and coordination activities between state and local agencies and the community at large; and to assist in organizing evaluation and dissemination activities connected with the project. The first priority of the field assistant during this second year of funding is to provide vital technical assistance at a crucial time, prior to and during the first years of right to education as a legal procedure backing a mandated implementation of appropriate programing with increased innovation, while maintaining an advisory role in awareness and identification. The field assistant's goals include increasing the multiplier effect of quality programs statewide as well as assisting in implementation of new special education standards in Pennsylvania.

Population. The total school population is 2.5 million children in 505 school districts and 29 intermediate units. Currently, 29,000 school age persons are identified as gifted and are offered a program at some point in their school career. The estimated number of gifted and talented youngsters in Pennsylvania is between 60,000 and 80,000. Pennsylvania employs approximately 4,000 full time and part time teachers, 149 full time and part time supervisors of gifted and talented programs, 1 state supervisor of gifted and talented, and 1 full time assistant.

Location. The project is headquartered in the state education agency of the Commonwealth of Pennsylvania, Pennsylvania Department of Education, Bureau of Special and Compensatory Education.

Project Director
T. Noretta Bingaman
Pennsylvania Department of Education
Bureau of Special and Compensatory Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 787-9880

The Use of Piagetian Based Tests for Identification of Disadvantaged Gifted
Philadelphia, Pennsylvania

Funding Source FY 1977-78
OGT: $19,604 (9/1/77-8/31/78)
State: $136,932

Project Key. HEW Region III, Local Education Agency, Culturally Different

Project Description. This project is seeking to determine how valid the DeAvila Cartoon Conservation Scales (Piagetian based tests) are as predictors of giftedness for disadvantaged children. The project is accomplishing this by (a) testing pupils already selected as gifted in five Title I schools and five non-Title I schools (400 pupils in grades 1 through 4) to see how successfully DeAvila tests predict giftedness and (b) identifying 300 nonmainstreamed gifted children

using multiple criteria and giving equal weight to the DeAvila Cartoon Conservation Scales and to the Wechsler Intelligence Scale for Children in schools where few children were found eligible. The project will disseminate this information through conferences, the *Gifted Child Quarterly*, and ERIC Clearinghouse for Handicapped and Gifted Children in the form of a monograph and also will make a slide-tape available.

Population. The project is identifying 300 nonmainstreamed pupils and placing them in the academically talented program. It is anticipated that this identification process will be a model for other urban areas concerned with identifying culturally different gifted children.

Location. Schools in every district of the city of Philadelphia (73 urban schools, largely with Title I populations) will be involved.

Project Director
Leonora M. Cohen
Stevens Administrative Center
13th and Spring Garden Streets
(215) 627-1241
(215) 627-1242
(215) 627-1243

Appalachia TAG

Martinsburg, West Virginia

Funding Source FY 1977-78
OGT: $25,200 (9/1/77-8/31/78)

Project Key. HEW Region III, Local Education Agency, Teacher Training

Project Description. The principal objectives of the Appalachia TAG project are (a) to design and implement in the counties of West Virginia Region VIII a pilot program based on the Foxfire learning concept for a target group of sixth through ninth grade students and (b) to broaden the knowledge base of the educational community and the general public regarding characteristics of and programing for Appalachian gifted and talented students.

The project staff consists of a project coordinator (50% time) and a technical assistant (100% time). Through the efforts of a student advisory/management team, an independent study activity is being developed and implemented for each participating student. Each independent study must include an area of interest related to Appalachia and involve interaction with a community resource person. Additionally, the students must document how and what they learn through the use of art, music, film media, or the written word.

Teacher skill development is emphasized through extensive inservice workshop training and demonstration teaching. Resource materials and consultation are offered to all eight counties in Region VIII.

Population. The primary populations benefiting from direct services of the Appalachia TAG project are the sixth through ninth grade gifted and talented students and their teachers in Region VIII of West Virginia. Indirectly, it is anticipated that the documented techniques and experiences resulting from the Appalachia TAG project will benefit populations throughout the state and Appalachia.

Location. The Appalachia TAG project activities operate in approximately 3,500 square miles of mountainous terrain in the eight easternmost counties of West Virginia known as Region VIII. Region VIII is a rural, sparsely populated area bordered on the north by Maryland and on the south and east by Virginia.

Project Director
Janet Soonthornchai
Regional Education Service Agency VIII
615 West King Street
Martinsburg, West Virginia 25401
(304) 263-8948

Region IV

		OGT funding
A	Alabama Plan for Gifted and Talented—Montgomery, Alabama	$ 54,270
B	A Developmental Program for Gifted Students with Learning Disabilities—Clearwater, Florida	$ 19,751
C	Gifted: A Member of the Florida Learning Resources System—Tallahassee, Florida	$ 54,400
D	Statewide Planning and Inservice for Gifted and Talented Personnel—Atlanta, Georgia	$ 55,000
E	Kentucky Program for Gifted and Talented Education—Frankfort, Kentucky	$ 54,529
F	Coordination, Personnel Development, and Model Building—Jackson, Mississippi	$ 50,000
G	Mainstreaming Early Childhood Gifted and Talented—Raleigh, North Carolina	$ 60,000
H	State Activities for Gifted and Talented—Columbia, South Carolina	$ 44,370
I	Interpersonal Development Project—Alcoa, Tennessee	$ 23,092
	Total OGT funding for Region IV	$415,412

Alabama Plan for Gifted and Talented

Montgomery, Alabama

Funding Source FY 1977-78
OGT: $54,270 (8/15/77-8/14/78)
State: approximately $20,500

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. This project has a technical assistance component that allows employment of a professional (full time) at the state level in order to assist local education agencies with establishment and development of programs.

The inservice component allows for training in identification and curriculum development. The identification component is for regular educators, administrators, parents, and teachers of gifted education classes. In addition to inservice training, packets are provided that allow them to carry the training back into the local area to others, using the multiplier effect of inservice training. The curriculum component provides the inservice training and also provides printed materials that will enhance use of the inservice training. These materials were produced with state monies in order to support the federal project, which did not provide funds for this.

During the second year a model project is being established with the Jefferson County Board of Education and assisted by the University of Alabama in Birmingham. This model project provides a place for visitation and consultation by other local education agencies in the state that wish to see a project in operation. It also provides some inservice training, with the consultants in attendance from time to time.

Population. This is a statewide project that serves regular educators, administrators, parents, State Department of Education personnel, teachers, and administrators of gifted education programs.

Location. The central location is the Program for Exceptional Children and Youth, Alabama State Department of Education. The model project is located in Birmingham, Alabama.

Project activities in the form of meetings are held on a statewide geographical distribution in order to accommodate as many persons as possible.

Project Director
Sue Akers
Program for Exceptional Children
Alabama State Department of Education
868 State Office Building
Montgomery, Alabama 36130
(205) 832-3230

A Developmental Program for Gifted Students with Learning Disabilities

Clearwater, Florida

Funding Source FY 1977-78
OGT: $19,751 (10/1/77-9/30/78)

Project Key. HEW Region IV, Local Education Agency, Gifted/Talented Handicapped

Project Description. This project is developing a model program that will nurture the potential of academically gifted students who are also handicapped with a specific learning disability. The program is implemented in a self contained class of 24 identified students taught by a team of two teachers, one of whom is a gifted specialist and one of whom is a specific learning disabilities specialist. These two teachers are contributed by the local education agency. A trained paraprofessional, federally funded, assists the two specialists in the classroom. New instructional materials are being developed by the project, along with activities suited for dealing with gifted, learning disabled students.

All products, including videotapes, curriculum guides, and inservice training packets, will be available for dissemination upon completion.

Population. The project serves 24 students at the elementary level who have been identified as gifted and learning disabled.

Location. The project is housed at the St. Petersburg Exceptional Student Center, 2449 25th Street South, St. Petersburg, Florida 33712.

Project Director
Lucille A. Peterson
School Board of Pinellas County
1960 East Druid Road
Clearwater, Florida 33518
(813) 442-1171, ext. 367

Gifted: A Member of the Florida Learning Resources System

Tallahassee, Florida

Funding Source FY 1977-78
OGT: $54,400 (9/1/77-8/31/78)
State: $37,500
Local: Amount depends on local districts

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. By action of the 1975 legislature, Section 228.041(19), Florida Statutes, was amended to revise the definition of *exceptional students* to include mandated programs for gifted students. In conjunction with the provisions of Section 230.23(4)(m), Florida Statutes, which require that district school boards shall "provide for an appropriate program of special instruction, facilities, and services for exceptional students", the effect of this amendment is to require that special programs be provided for all students who qualify as gifted under criteria established by the State Board of Education.

In this context, the Florida Steering Committee for the Education of the Gifted has delineated the following areas in which inservice training and instructional resources are needed for improvement of Florida's educational programs for the gifted: (a) curriculum development and instructional strategies and (b) guidance and counseling.

It is the intent of this project that these areas of need continue to be addressed over the next year with more emphasis on guidance and counseling but a continued effort on curriculum development and instructional strategies.

This project provides training for the development of specific teacher and leadership personnel competencies related to development, selection, use, and evaluation of instructional strategies and materials appropriate to education of the gifted. Competencies include:

1. Awareness and use of media, materials, and educational technology resources and services available at the local, state, and national levels for the gifted.
2. Effective application of prescriptive teaching techniques for the gifted, as demonstrated by:
   a. Awareness of educational implications of learner-teacher characteristics, of learner-facilitator characteristics, and of learner environmental setting characteristics.
   b. Ability to select appropriate learning activities and materials to meet specified curriculum and performance objectives for the gifted.
   c. Ability to assess the effectiveness of instructional procedures and teaching strategies to accomplish specified learner outcomes for the gifted.
   d. Ability to write and implement an individual educational plan for every gifted student.
3. Effective use of appropriate instructional material, resources, and guidance techniques for the gifted, including:
   a. Knowledge of characteristics of effective instructional materials.
   b. Ability to select, develop, and adapt instructional materials and resources to meet specified learning needs.
   c. Ability to evaluate materials and resources relevant to gifted student performance outcomes.
   d. Ability to select, develop, and adapt guidance and counseling techniques relevant to gifted students' learning needs.

Population. The project serves leadership personnel in gifted, teachers of the gifted, instructional resource consultants for the Florida Learning Resources System, and gifted students.

Location. The project operates statewide.

Project Directors
Dr. Landis Stetler
Ms. Joyce Runyon
204 Knott Building
Tallahassee, Florida 32304
(904) 488-1570

Statewide Planning and Inservice for Gifted and Talented Personnel

Atlanta, Georgia

Funding Source FY 1977-78
OGT: $55,000
State: Director and clerical salaries

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The Georgia project has two major objectives: (a) to assist local education agencies develop and implement total comprehensive educational programs for gifted and talented students and (b) to provide veteran and new teachers of the gifted and their first line supervisors with staff development opportunities. To reach these two objectives, the following activities will be carried out:

1. A comprehensive state plan for the education of gifted children and youth will be completed and presented to the State Board of Education for approval.
2. Two training sessions for a cadre of leaders composed of one representative from each of 16 Cooperative Educational Service Agencies and 16 Georgia Learning Resource System Centers will be held.
3. A statewide staff development conference for 330 veteran teachers of the gifted and approximately 40 new teachers of the gifted and their first line supervisors will be held. The conference theme will be curriculum planning and evaluation.
4. Following the statewide conference, 32 regional workshops of one day each will be held. During the workshops, teachers will develop mini courses to be field tested, evaluated, and prepared for publication. Many of the mini courses will field test commercially prepared materials purchased for use with the gifted.
5. A program manual to be used as a guide in operating programs for the gifted will be prepared for publication and distribution.
6. An orientation session for new teachers and their first line supervisors will be held prior to the opening of the 1978-79 school year.

A number of major results or benefits from this project are anticipated. Some of these include:

1. The facilitation of an organized statewide effort in comprehensive planning which should result in either updated or new comprehensive program plans in the area of the gifted in 187 school systems. Many new or updated plans have already been filed with the State Department of Education.
2. A trained cadre of leaders who are regionally based and who can, through an established network, provide organized staff development programs.
3. Upgrading of the skills of approximately 350 to 370 teachers of the gifted, resulting in improved programing.
4. Better understanding on the part of all educators as to the components of gifted education and implementation of differentiated instructional programs.
5. A collection of field tested curriculum suggestions for use with gifted students that can be shared with all teachers of the gifted.
6. A revised state plan that will provide greater state services to local education agencies.
7. Expanded and improved programing for gifted students.

Population. Teachers of the gifted, students enrolled in special programs, first line supervisors, and other leadership personnel should benefit from this project.

Location. This is a statewide project involving representatives from metropolitan, urban, and rural education agencies.

Project Director
Margaret O. Bynum
Education Advisor
Program for the Gifted
State Department of Education
State Office Building
Atlanta, Georgia 30334
(404) 656-2414

Kentucky Program for Gifted and Talented Education

Frankfort, Kentucky

Funding Source FY 1977-78
OGT: $54,529 (9/1/77-8/31/78)
Kentucky Department of Education: approximately $60,000
ESEA Title IV-C: approximately $6,000 at state level

ESEA Title IV-C: approximately $40,000 at local level

Local education agency funds: approximately $15,000 at local level

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The second year of the Kentucky Program for Gifted and Talented Education is designed to assist the 22 local education agencies trained during the first year of the program and to provide additional training and assistance to other local education agencies in the state by:

1. Providing seed money for program implementation to the 22 previously trained local education agencies.
2. Providing training in the planning, design, and implementation of programs for 10 local education agencies.
3. Conducting regional workshops for interested local education agencies to assist them in generating interest for gifted and talented programing.
4. Preparing programed instructional packets of information on assessment, identification, and program models for local education agency use.
5. Providing necessary administrative control.
6. Evaluating the program.

Population. Immediate benefit from the program will go to staff and students in programs under way in 22 school systems. Teams from the 10 local education agencies involved in training will benefit, as will persons attending regional orientation workshops.

Location. The project operates statewide.

Project Director
Joseph T. Clark
1827 Capitol Plaza Tower
Frankfort, Kentucky 40601
(502) 564-5587

Coordination, Personnel Development and Model Building

Jackson, Mississippi

Funding Source FY 1977-78
OGT: $50,000

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The State Department of Education is coordinating a combined effort by local school districts, universities, appropriate professional organizations, agencies, and parents to encourage the development, expansion, and improvement of programs for gifted and talented students in the schools in Mississippi. The project objectives are to:

1. Identify and provide training in the gifted and talented area to a core of Mississippi educators.
2. Assess local school district needs and provide required services to insure that gifted and talented programs meet student needs through the leadership of the state gifted and talented consultant with the aid of university and other interested personnel and the core of educators.
3. Develop two model programs for gifted and talented students, with particular emphasis on Mississippi needs.
4. Evaluate and revise components for the purpose of making adjustments as required to insure success of the project.
5. Make available upon request information generated during the project.

Population. Teachers and administrators are involved in preservice and inservice training throughout the state, and secondary students are involved in two model projects.

Location. The project is located in the State Department of Education, Jackson, Mississippi.

Project Director
Dr. Walter H. Moore, Director
Exceptional Child Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6950

Mainstreaming Early Childhood Gifted and Talented

Raleigh, North Carolina

Funding Source FY 1977-78
OGT: $60,000 (7/15/77-7/14/78)
State and local: $324,000

Project Key. HEW Region IV, State Education Agency, Preschool Program, Teacher Training

Project Description. This is the second year of the project located in the Stanley County (rural), Albemarle City (small town), and Charlotte-Mecklenburg (cosmopolitan) schools, with one school in each local education agency. Sixty gifted and talented children from kindergarten through third grade were identified and placed following due process procedures established in North Carolina's *Rules Governing Programs and Services for Children with Special Needs*. The placement was in the regular heterogeneous classes of the project's 27 regular teachers.

The program director works with the three support teachers who together help provide regular teachers with inservice training in strategies to differentiate the curriculum for the identified children. The support teachers work primarily with regular teachers and secondarily with the children. Talents in addition to academics are nurtured in the children.

The majority of funds are expended on staff expenses, staff development, supplies, materials, and equipment. The University of North Carolina at Charlotte provides logistical support and counseling. In return, the program director teaches a course each semester at the university. At the conclusion of each year a descriptive manual is published, which is disseminated statewide. Project evaluation at the conclusion of the first year evidences pupil growth beyond that of the control students.

A new second year objective aimed at the establishment of one or more demonstration sites is being developed as an outreach activity of the project. Project staff also make presentations at state and national conferences.

Population. The project serves 60 gifted and talented k-3 children from the three project sites and their regular classroom teachers.

Location. The project includes three separate sites: Stanley County, Albemarle City, and the Charlotte-Mecklenburg schools—a rural, small town, and cosmopolitan environment, respectively.

Project Director
Cornelia Tongue
Gifted and Talented Programs
Division of Exceptional Children
Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-7931

Program Director
Shirley Ritchie
College of Human Development and Learning
University of North Carolina at Charlotte
UNCC Station
Charlotte, N. C.
(704) 597-2171

State Activities for Gifted and Talented

Columbia, South Carolina

Funding Source FY 1977-78
OGT: $44,370 (9/1/77-8/31/78)
State: $350,000
Local: $185,000 +

Project Key. HEW Region IV, State Education Agency, Teacher Training

Project Description. The project includes activities to support the State Department of Education's commitment to promote and implement appropriate programs for gifted and talented by 1980. The first activity is a technical assistance seminar for 20 school district teams that participated in planning workshops during the first project year (1976-77). The seminar allows the Department of Education to followup with these districts on implementation plans or possible revisions in previously developed written plans for gifted and talented.

The second activity is a statewide conference on gifted and talented held in January 1978, attended by school district representatives, teachers, and college and university personnel.

The third activity is a series of five 2 day planning workshops held between January and May 1977. The 10 district teams selected to participate are responsible for developing written plans for the gifted in their districts.

The fourth activity is a 2 week residential training institute for prospective teachers of the gifted, to be held in June 1978 at Winthrop College in Rock Hill, South Carolina; 25 teachers will participate.

The final component is the awarding of two local education agency grants to school districts with operational programs. The purpose of these awards is to expand their programs for gifted and talented students.

Population. The population includes district planning teams, teachers, college and university personnel, and other interested persons.

Location. The technical assistance seminar, statewide conference, and planning workshops are held in Columbia, South Carolina. The teacher training institute is held at Winthrop College in Rock Hill, South Carolina. The local education agency grants were awarded to Florence District 1 and Anderson District 5.

Project Director
James H. Turner
Programs for Gifted
State Department of Education
801 Rutledge Building
Columbia, South Carolina 29201
(803) 758-2652

Interpersonal Development Project

Alcoa, Tennessee

Funding Source FY 1977-78
OCT: $23,092 (9/1/77-8/31/78)

Project Key. HEW Region IV, Local Education Agency, Teacher Training, Gifted/Talented Handicapped

Project Description. The purpose of the Interpersonal Development Project is to provide psychological counseling services to intellectually gifted children and adolescents with emotional/social behavior problems, and thereby allow them to reach their full potential both intellectually and socially. The counseling services provided include training in the development of behavioral self management skills, stress inoculation training, anxiety management training, and group and individual supportive counseling. A secondary purpose of the project is to provide group counseling to parents and teachers of gifted children with problems, so as to better enable the parents and teachers to respond effectively to the special needs of these individuals. The project is presently taking referrals from the Talent Development Project (a local educational program for gifted children), the Psychological Services staff of the Little Tennessee Valley Educational Cooperative, and parents and teachers of gifted children and adolescents.

The project uses a unique evaluation procedure which involves pre- and post-assessment of each gifted student on family relations, teacher relations, personal problem solving skills, relations with peers, and state and trait anxiety. In addition, an individual evaluation is carried out on each student's progress toward the behavioral goals formulated at the beginning of counseling.

Population. The project serves all gifted children with emotional problems who attend school in the following school systems: Alcoa, Maryville, Lenoir Sweetwater City Schools, as well as Loudin, Blount, and Monroe County Schools.

Location. Five of the school systems are located in a highly rural area of eastern Tennessee; however, two systems are located in what could be considered suburban areas relative to the metropolitan Knoxville area.

Project Director
Dr. Edward A. Workman
Dr. Jerome Morton
Little Tennessee Valley Educational Cooperative
Faraday Street
Alcoa, Tennessee 37701
(615) 984-5010

Region V

		OCT funding
A	A Refocus on Giftedness: Illinois Components—Springfield, Illinois	$ 13,000
B	ACCENT: A Careers Curriculum Exploring Natural Talent—Livonia, Michigan	$ 20,891
C	Multistate Proposal for Gifted and Talented Students Under PL 93-380—Madison, Wisconsin	$185,000
	Total OCT funding for Region V	$218,891

A Refocus on Giftedness: Illinois Components

Springfield, Illinois

Funding Source FY 1977-78
OGT: $13,000 (9/1/77-8/31/78)
State: $26,000
Local: $10,000

Project Key. HEW Region V, State Education Agency

Project Description. The Illinois project attempts to provide incentive monies at selected sites throughout the state to gather field test information on new directions for the program, namely in a multidistrict cooperative effort that uses the itinerant teacher approach and the development of the individualized educational program (IEP) for gifted children. Emphasis is on the development of replicable program models to provide better direct services to gifted children, and evaluation efforts will be tied to the effectiveness as well as the efficiency of each model effort.

Population. Students are involved with the IEP development at one test site, with total staff and principal involvement. Students from 20 school districts will receive service as a result of the formation of the two cooperatives, with selected teachers and administrators involved.

Location. Project sites are St. Charles, Illinois (IEP, suburban) and DeKalb and Franklin Counties (cooperatives, rural).

Project Director:
Joyce Van Tassel
100 N. First Street
Springfield, Illinois 62777
(217) 782-7830

ACCENT: A Careers Curriculum Exploring Natural Talent

Livonia, Michigan

Funding Source FY 1977-78
OGT: $20,891 (8/1/77-7/30/78)
Livonia Public Schools: $9,667

Project Key. HEW Region V, Local Education Agency, Career Education

Project Description. The intent of the program is to infuse career education into ongoing programs for the gifted and talented, grades 3 through 8. ACCENT provides the students with opportunities to develop decision making techniques, increase their knowledge of self, explore career awareness concepts, and consider the effect of sex role stereotyping upon career aspirations. Inservice training for teachers of gifted classrooms in career education and decision making processes is central to the project. Activities for students have been differentiated into three levels that allow for sequential development of each objective. These activities rely heavily upon extension of the school into the metropolitan community, providing gifted students the opportunity to associate with others having mutual career concerns, options for independent study, and experiential learning.

Population. The ultimate target population is the group of 200 students in Livonia's full time gifted programs. These programs exist as one of several alternatives for the gifted that are operating in the district. The four elementary and four junior high school teachers are also important members of the target population, since they are able to apply the techniques on an intensive and extensive basis.

Location. Livonia is an urban fringe city near Detroit, with access to community resources in all career clusters. The school district serves a wide range of socioeconomic and ethnic groups in the district's 30 elementary, 10 junior high, and 4 high schools.

Project Director:
Alan Riegel
15125 Farmington Road
Livonia, Michigan 48154
(313) 422-1200

Multistate Proposal for Gifted and Talented Students Under PL 93-380

Madison, Wisconsin

Funding Source FY 1977-78
OGT: $185,000 (8/15/77-8/14/78)

Project Key. HEW Region V, State Education Agency, Consortium, Teacher Training

Project Description. Illinois is training additional personnel to act as advocates for stimulating state and local program development for gifted and talented children within the US Office of Education Region V area. Furthermore, it is seeking to replicate efforts made by other states in the consortium through directing some monies toward adopting the Johns Hopkins Mathematics Project based on Minnesota's success, and building toward a resource library based on Ohio's effort.

The first stage of the continuation project is designed to train personnel for leader-advocate roles in the field of gifted education on both the state and local levels.

The Indiana State Department of Public Instruction is developing a project for statewide leadership through the training of teams to plan, develop, and implement national replication programs (e.g., The Johns Hopkins Study of Mathematically Precocious Youth) for the gifted and talented and the development of a broad set of policy guidelines in each curriculum content area. The project incorporates the use of content area authorities to work with local gifted and talented educators in developing policy guidelines and replicating certain programs.

This development of policy guidelines occurs within the broader framework of a statewide needs assessment in gifted and talented education and in-depth local assessments by participating local education agencies. The project is directed by the department, specifically the state consultant for gifted and talented education. The department's role is to integrate the development of diverse policy guidelines into curriculum guides and handbooks and to manage the replication of the Hopkins project.

Michigan's component for 1977-78 is similar to the previous year's component, although there are some variations. The major components include the pilot program effort. Contained within the State School Aid Act is a section (Section 47) that provides $200,000 to fund pilot programs for the gifted and talented at the local and intermediate district level. During the 1977-78 school year, 11 pilot programs will be in operation; 6 are continuing projects and 5 are new projects. (The original 6 pilot programs are not receiving state funds.)

Michigan has a very active network of parent associations. There is a state association, a large number of local district associations, and a number of regional associations. These associations have been active in organizing regional meetings on the gifted and talented. In order to encourage these regional associations to continue in this effort, funds are being requested to assist in these regional conferences. Specifically, funds are being requested to support four regional meetings to be held in various parts of the state. The money will be used to bring in consultants and resource people. (See goals I and VII of the State Plan, a copy of which was included in Appendix D of the original proposal. The State Plan, which was approved by the State Board of Education in the spring of 1976, encourages the development and activities of parent associations in this state.)

Rather than three separate 3 day workshops, a statewide workshop 5 days in length will be held. This will be for 30 persons, representing 30 different districts in the state, who have indicated a commitment to developing programs for the gifted. The 5 day workshop is planned for the summer of 1978. Those who attend will be persons who have responsibilities in the area of the gifted and talented beyond their individual classrooms. (See 60b.3a, pages 1-3, of the original proposal.)

In order to make persons associated with Michigan's pilot programs more aware of the kinds of opportunities available for gifted and talented students in other states, more funds are being requested for out-of-state travel than would be required for the state coordinator alone. These out-of-state funds will also be made available for local project people to attend national and state conferences, visit outstanding programs in other states, and so on.

Many of the activities suggested require work at a technical assistance level, such as arranging for workshops, procuring rooms, contacting consultants and resource persons, assisting in evaluation activities, and so on. The present proposal is also requesting, therefore, funds for a student assistant for 6 months to assist the state coordinator with these matters.

During FY 1977-78, the state of Minnesota is concentrating on the following areas:

1. Development of a model for training leadership personnel in gifted education.
2. Development of teaching methods that are effective for gifted students.
3. Research on the effects of the Minnesota Talented Youth Math Project and the early childhood program.
4. Dissemination of information resulting from the project. The director of the project is responsible for preparing materials that explain the research findings. These materials will be included in a report and disseminated upon request.
5. Resource management.
6. Evaluation.

In Ohio, the second year of a two year request is essentially the same overall program as the first grant year. Three budgets are being submitted, for totals of $29,014, $28,269, and $25,524 to reflect the requested budget cuts. These budgets include out-of-state travel expenses for the state consultant as in the first grant year. No cuts were made in the teacher inservice training component, except for minor cuts in fees for consultants. No cuts were made in the resource center component. The project views these as the major items in the Ohio component and gives them high priority for funding. Drastic cuts prior to the first funding year did curtail these items.

The second year training sessions will be conducted in the summer of 1978. They will be held in five regional centers as in the previous year. The resource center activities are ongoing, including limited mailing of resources to teachers in Ohio and to consultants in the other five participating consortium states.

The general inservice program objectives remain essentially the same as in the first grant year, except that budget cuts (budget revisions 1 and 2) reduce or delete the use of an outside evaluator. Internal evaluation procedures using Ohio Department of Education personnel is an ongoing process based on methods learned during the first grant year.

Fees and travel for consultants to the inservice meetings are being reduced by 5 days of service, from 20 to 15 days each (budget revision 3). This will result in fewer sessions given and more sessions taught on a volunteer basis, which is more difficult to monitor and precludes, in some cases, a written product.

The inservice programs continue to be held in five regional centers. The objectives remain the same. Different teachers will be invited to take part in the inservice training to attempt to insure a broader base of teachers throughout the state who have had at least one concentrated experience in the education of the gifted and talented child.

Under the original proposal, the Wisconsin component addressed three major areas of need for gifted and talented education in Wisconsin and listed those in rank order of need.

When consortium members were informed of necessary budget reductions in each of the six state components, Wisconsin had to delete its inservice and preservice activities from the proposal. Funding supported the establishment of the first state level supervisory position for the education of gifted and talented.

It now appears likely that the state supervisor will be supported with other than consortium funds in the next fiscal year. This will allow Wisconsin to redirect its efforts to the preservice and inservice components that were set forth in the first proposal. This, of course, will be limited as compared to the segment originally proposed, but it offers great promise. The proposed budget changes reflect this redirected thrust.

Wisconsin has had the opportunity to have a number of its educators participate in both national/state leadership workshops and in the Illinois leadership training component over the past several years. For example, three persons were sent to the Illinois training session, June 15–July 1, 1977, and these Wisconsin personnel will be used in a full day leadership training session to be conducted by an EPFP fellow in cooperation with the state supervisor. Those participating in this activity will comprise the regional cadre of trainers who will work with local education agencies within their respective regions during the second year of funding.

Using the Minnesota efforts in developing a graduate program for prospective teachers of gifted and talented, Wisconsin teacher training institutions are also being encouraged to imple-

ment part or all of the Minnesota program if evaluation indicates a successful program.

In turn, the Wisconsin teacher training effort will involve cooperation and participation in a University of Wisconsin at Madison extension effort to develop a videotape series for teacher training. This segment involves assisting in the development and publishing of a teacher handbook that will accompany the videotape series. It is the intent of this effort to develop a teacher training vehicle that could have national use as a teacher training tool.

The goals and objectives of this continuation proposal are consistent with those included in the original proposal application but deleted when funding allocations were reduced and budgets adjusted. The Wisconsin component reaffirms its goal of providing a statewide teacher development system to enhance teacher competencies in awareness/identification, program, and curriculum areas for gifted and talented pupils.

Population. The population served by this project encompasses a wide range of income groups, ethnic diversities, rural and urban areas, and agricultural and industrial work forces.

Location. The project encompasses all of Region V, which includes the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Project Director
Russell Mosely
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-2658

Region VI

	OGT Funding
A Training Program in Gifted and Talented Education for Local Education Agencies and Universities—Baton Rouge, Louisiana	$ 30,845
B Project Gifted and Talented in the Arts—New Orleans, Louisiana	$ 20,000
C Adair and Cherokee Counties Multidistrict Gifted and Talented Model Program—Tahlequah, Oklahoma	$ 25,305
D Texas Regional Leadership Cluster Project—Austin, Texas	$ 50,000
Total OGT funding for Region VI	$126,150

Training Program in Gifted and Talented Education for Local Education Agencies and Universities

Baton Rouge, Louisiana

Funding Source FY 1977-78
OGT: $30,845 (8/20/77-8/19/78)

Project Key. HEW Region VI, State Education Agency, Teacher Training

Project Description. The project is designed to provide inservice training to 44 parishes and 8 university teams (half of which have received no previous training) in planning, developing, implementing, and evaluating programs for gifted and talented children.

Population. A team composed of an administrator, a teacher, and a parent from each participating local education agency and university will be drawn from statewide sources.

Project Director
Ruth C. Buck
Special Education
State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

Project Gifted and Talented in the Arts

New Orleans, Louisiana

Funding Source FY 1977-78
OGT: $20,000 (8/15/77-8/14/78)

Project Key. HEW Region VI, Local Education Agency, Visual and Performing Arts

Project Description. This project is designed to identify and provide an intensive arts program for 90 middle and junior high school students who are gifted and/or talented in the visual and performing arts. Its goals and objectives are (a) student identification, developed through checklists for classroom teachers, checklists for special arts teachers, an audition and interview process, checklists for nominated students, the principal's and counselor's recommendations, and parental approval; (b) extension and enrichment of the regular school program on Saturday morning, January 1978 to May 1978, including interdisciplinary sessions, guest artists and/or performing troupes, special projects, and field trip experiences; (c) provision for the development of higher level thinking and abilities in the arts through special arts discipline sessions and creative arts problem solving activities; (d) development of creativity in the arts for 90 identified elementary gifted and/or talented students including teacher nominations, parent nominations, an interview process, 12 special scheduled projects/programs, creative problem solving using the arts, field trips, independent study, and interaction with guest artists and performing troupes.

Population. The program benefits 90 selected middle and junior high school students and 90 selected elementary students within the New Orleans Public School System.

Location. The project is located in New Orleans, Louisiana.

Project Director
Shirley Trusty Corey

Project Coordinator
Lorraine P. Wilson
New Orleans Public Schools
4100 Touro Street
New Orleans, Louisiana 70122
(504) 288-6561

Adair and Cherokee Counties Multidistrict Gifted and Talented Model Program

Tahlequah, Oklahoma

Funding Source FY 1977-78
OGT: $25,305 (9/1/77-8/31/78)
Local education agencies: $5,000
SECI: $5,000

Project Key. HEW Region VI, Local Education Agency, Rural Program, Visual and Performing Arts

Project Description. The primary objective of this project is to identify the gifted and talented

in all grades in the 21 schools serving the rurally isolated Cherokee communities in Cherokee and Adair Counties in northeastern Oklahoma. A special effort is being made to identify those junior high and high school students who exhibit unusual talent in the visual arts.

A secondary objective is to plan a differentiated program in visual arts for those junior high and high school students who exhibit unusual talent in the visual arts. The program will be installed in the receiving schools of Tahlequah, Cherokee County, and Stilwell, Adair County, Oklahoma. The program is exemplary in that it coordinates the resources of rurally isolated local education agencies, city receiving schools, the State Department of Education, the US Department of Health, Education, and Welfare, and civic organizations into a coalition for the purpose of developing the unique talents of rural youth.

Population. The population served are those students identified as gifted and talented in grades 7 and 8 of the dependent feeder schools of Adair and Cherokee Counties and the junior and senior high school students of Tahlequah, Cherokee County, and Stilwell, Adair County, Oklahoma.

Location. Adair and Cherokee Counties are in northeast Oklahoma.

Project Directors
Faynell Mills
Agnes Cowen
P.O. Box 769
Tahlequah, Oklahoma 74464
(918) 456-6177

Texas Regional Leadership Cluster Project

Austin, Texas

Funding Source FY 1977-78
OGT $50,000 (8/15/77-8/14/78)
State $285,852

Project Key. HEW Region VI, State Education Agency, Teacher Training

Project Description. The Texas Regional Leadership Cluster Project is a 2 year project for leadership training in the education of gifted and talented students, for establishing exemplary programs in selected school systems of the state, and for disseminating information about replicable program practices. The project is one that coordinates the agency's leadership function with the delivery system of the 20 regional education service centers of Texas.

The project seeks to accomplish four objectives that will immediately improve opportunities for the gifted and talented and provide a firm base for continued improvement beyond the grant period. As a result of project activities, four conditions should prevail that are not now in force:

1. *Trained regional leadership clusters.* Leadership teams from each of the 20 education service center regions of Texas and a team from the Texas Education Agency will be trained to guide their client school districts in developing and implementing programs for the gifted and talented.

2. *Replicable program process.* Leadership teams from the 20 education service centers will develop program planning guides that reflect their institute training and experiences.

3. *Statewide dissemination of exemplary program practices.* Local school districts will increase their awareness of the need for, and elements of, exemplary programs through the trained regional leadership teams, the replicable program planning process, and regional presentations and demonstrations.

4. *Updated state plan for the education of the gifted and talented.* The Texas Education Agency will update the state plan incorporating information about the needs of the gifted and strategies for their education learned during the implementation of the project.

In 1977-78 the teams are receiving additional in-depth skills training in order to increase their competencies in providing staff development

and technical assistance to local school districts and are further developing and refining the project products.

Population. The project serves 112 professional educators and 145,000 Texas students.

Location. The project operates statewide.

Project Director
Ann G. Shaw
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-6582

Region VII

		OCT Funding
A	Iowa Gifted and Talented Project—Des Moines, Iowa	$ 38,780
B	The Dillon Outdoor Education Center—Hutchinson, Kansas	$ 10,793
C	Cooperative Teacher Training Programs for the Gifted in Kansas—Topeka, Kansas	$ 16,050
D	Ferguson-Florissant PROBE Program (Personal Research for Our Better Education)—Ferguson, Missouri	$ 20,675
E	Training Institute for Gifted and Talented—Jefferson City, Missouri	$ 16,800
F	Nebraska Inservice Model for Teachers of Gifted and Talented—Lincoln, Nebraska	$ 25,000
Total OCT Funding for Region VII		$128,098

Iowa Gifted and Talented Project

Des Moines, Iowa

Funding Source FY 1977-78
OGT: $38,780 (9/1/77-8/31/78)
State: $45,000 (one year only)

Project Key. HEW Region VII, State Education Agency, Leadership Training Institute

Project Description. The Iowa project is a leadership training project similar to the Leadership Training Institute. The structure of the 15 area education agencies (intermediate units) is an ideal organization through which to work, since each intermediate unit provides leadership, support services, and media services to the local schools in its area. The multiplier effect can easily be attained through this linkage.

The goal of the project is to provide qualitatively differentiated educational programs to meet the unique needs, interests, and abilities of the gifted and talented in the state of Iowa. The project will meet this goal through the following objectives:

1. To assist in preparing selected area education agency leaders to serve as catalysts and multipliers in the implementation of programs to meet local education agency needs of the gifted and talented.
2. To provide leadership and continuing technical assistance to local education agency teams in the development of competencies necessary for identifying the gifted and talented, assessing the needs of the gifted and talented, and alleviating the needs of the gifted and talented.
3. To provide educators with a multimedia packet of materials that operationally assists them in furnishing differentiated programs for the gifted and talented.
4. To form and maintain a communications network for broadcasting the needs of the gifted and talented and encouraging support to alleviate those needs.

Population. The project serves all residents of the state of Iowa.

Location. The project director is in the Iowa State Department of Public Instruction, Des Moines. The project serves urban, suburban, and rural areas.

Project Director
Edith Munro
Grimes State Office Building
Department of Public Instruction
Des Moines, Iowa 50319
(515) 281-3799

The Dillon Outdoor Education Center

Hutchinson, Kansas

Funding Source FY 1977-78
OGT: $10,793 (9/1/77-8/31/78)

Project Key. HEW Region VII, Local Education Agency, Rural Program

Project Description. This project involves eight high schools, six public and two private. Each school is represented by a science instructor who acts as group coordinator and project planner for the students. At the site, the park director and program consultant schedule center facilities and assist in project planning and implementation.

Using prepared project plans, the gifted and talented student groups work at the center during specified times each week. Each of the projects involves an innovative on-site setting, which is a concept not employed in Kansas at this time. More than one group might be involved on different aspects of the same project simultaneously. The objectives for this project are:

1. To provide qualitatively differentiated science experiences for identified gifted and talented students.
2. To develop the higher thought processes of gifted and talented students through problem solving techniques presented in an onsite setting.
3. To allow gifted and talented students to view environmental science as a career opportunity.
4. To broaden the knowledge of the field of environmental science for gifted and talented students.

5. To provide opportunities for gifted and talented students to interact in small groups.
6. To provide learning options that allow student-directed activities and experiences, thus encouraging creative thinking.

Population. Identified gifted and talented students have been provided qualitatively differentiated science programs that allow higher thought processes and problem solving techniques to be further developed. This emphasis on thought processes is coupled with a broadening of the student's basic knowledge of environmental science and the career opportunities offered in the field.

Location. Reno County Education Cooperative provides for special education services for six school districts in Reno County, Kansas. Reno County is located in central Kansas and has an area of 1,260 square miles, making it one of the largest in the state. Although most of Reno County, with a total population of 64,000, is rural, Hutchinson, the county seat, is the fifth largest city in Kansas, with a population of 40,488.

Project Director
Janice Killian
Reno County Education Cooperative
P.O. Box 1456
Hutchinson, Kansas 67501
(316) 663-7178

Cooperative Teacher Training Programs for the Gifted in Kansas

Topeka, Kansas

Funding Source FY 1977-78
OGT: $16,050
State (inkind): $6,800

Project Key. HEW Region VII, State Education Agency, Leadership Development, Rural Program, Teacher Training

Project Description. The project is a cooperative effort between the Kansas State Department of Education and two state universities (The University of Kansas, Lawrence, and Kansas State University, Manhattan). The purpose of the project is to provide (a) training in gifted education for local education agency personnel, (b) followup services to local education agencies, and (c) advanced leadership training.

The Kansas state legislature enacted the Special Education for Exceptional Children Act in 1974. This comprehensive legislation mandated programs and services for all exceptional children, including the gifted. With the advent of this legislation, interest and activity have increased considerably. This interest has placed strong demands on the state department for leadership and guidance. State universities are being called upon to train qualified personnel and provide consultative assistance to local education agencies.

This project allows the state department to reach out with training to all areas of Kansas. Training takes place in the summer months in selected sites around the state.

Population. The project serves persons assigned to programs for the gifted who are either working only for certification or for a master's degree with emphasis in gifted education and certification.

Location. During the summer the sessions will be held in inaccessible areas of the state.

Project Director
Clifford D. Curl
Kansas State Consultant for the Gifted
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-4944

Ferguson-Florissant PROBE Program (Personal Research for Our Better Education)

Ferguson, Missouri

Funding Source FY 1977-78
OGT: $20,675 (9/1/77-8/31/78)
State: $75,600 (matching funds)

Project Key. HEW Region VII, State Education Agency, Mentorship, Teacher Training

Project Description. The PROBE Program is designed with three basic objectives:

1. To provide strategies to teachers in the identification and instruction of gifted and talented students through teacher workshops, consultative services, and credit courses offered through Ferguson-Florissant in cooperation with St. Louis University.
2. To provide direct services to students through independent study projects for credit, special workshops held at times other than the school day, mentor programs, and projects of special interest involving assistance from parents and community resources.
3. To develop a statewide dissemination system in cooperation with the Special Education Section of the Missouri Department of Elementary and Secondary Education.

A series of sharing seminars is being hosted by Ferguson-Florissant and the State Department to provide opportunities for other districts with funded programs to share successful program components. A newsletter following these seminars will be sent to all participating districts, as well as to other districts with gifted programs who were not able to attend the sessions.

Population. The project serves students in 5th through 12th grade. Approximately 500 students are presently being served. The program will be expanded to include k-4 students within the next two school years.

Location. Ferguson-Florissant School District is a suburban district in St. Louis County serving approximately 17,000 students. The district is comprised of 21 elementary schools, four junior high schools, and 3 senior high schools.

Project Director
Shirley King
Walnut Grove School
1248 North Florissant Road
Ferguson, Missouri 63135
(314) 595-2368

Training Institute for Gifted and Talented

Jefferson City, Missouri

Funding Source FY 1977-78
OGT: $16,800 (9/1/77-8/31/78)
State: $1,543,800
Local: $1,543,800

Project Key. HEW Region VII, State Education Agency, Teacher Training

Project Description. This project is devoting its efforts to (a) the development of an individualized education program (IEP) process to be used by districts conducting gifted/talented programs supported by state funds; (b) the development of materials appropriate to each module for implementation, to include screening, a differentiated diagnostic process, instructional alternatives, and dissemination of a gifted/talented statewide program evaluation design, and (c) the development of leadership activities through the establishment of a State Advisory Committee.

Population. Approximately 6,000 gifted and talented students presently being served in state funded gifted/talented programs as well as program administrators are included in this project.

Location. Districts receiving benefits of project activities are statewide and include rural, urban, and suburban areas.

Project Director
Dr. John Patterson
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-3502 or 751-4909

Nebraska Inservice Model for Teachers of Gifted and Talented

Lincoln, Nebraska

Funding Source FY 1977-78
OGT: $25,000 (8/15/77-8/14/78)

Project Key. HEW Region VII, State Education Agency, Teacher Training

Project Description. This project is a continuation of the 1976-77 project, which developed an

instructional packet using teaching skills and strategies specifically aimed at teaching creativity to gifted elementary school children and conducted three training sessions for elementary school teacher trainers. The 1977-78 project is essentially the same in nature, but it is focused on the development of skills and strategies for teaching creativity to gifted students at the secondary school level. A publication is being developed that will relate Bloom's Taxonomy and creativity to specific secondary subjects. An inservice model is being developed to use in training sessions with secondary school teacher trainers in the state. These training sessions will be held in the summer of 1978 at three sites geographically distributed across Nebraska. Creativity workshops will be conducted statewide in some arrangement such as the 18 educational service units in Nebraska.

Population. Ultimately, those who benefit from this project will be the gifted and talented children of Nebraska, or potentially 10% of the school population.

Location. The project is directed at all schools in Nebraska.

Project Director
Anne Crabbe
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 472-2446

Region VIII

	OGT Funding
A State Project for the Gifted and Taiented—Denver, Colorado	$31,634
B Development of Education for Gifted and Talented Students in North Dakota—Bismarck, North Dakota	$32,400
C The Gifted and Talented Program in the Rapid City Teacher Center—Rapid City, South Dakota	$13,780
Total OGT Funding for Region VIII	$77,814

State Project for the Gifted and Talented
Denver, Colorado

Funding Source FY 1977-78
OGT: $31,634 (8/15/77-8/14/78)
State: 25% of total project budget

Project Key. HEW Region VIII, State Education Agency, Teacher Training

Project Description. Colorado's Project for Gifted and Talented (a) provides on-site technical assistance upon request to Colorado school districts, higher educational agencies, and interested civic organizations; (b) provides regional awareness-building workshops; (c) is developing a dissemination-diffusion network through collaboration with Colorado's National Institute of Education Project ACCESS; (d) provides focused consultant service to local education agencies' building-level talent development projects; and (e) publishes an informational newsletter identifying promising gifted and talented program efforts in Colorado schools.

Project Director
Dr. Jerry Villars
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
(303) 892-2111

Development of Education for Gifted and Talented Students in North Dakota
Bismarck, North Dakota

Funding Source FY 1977-78
OGT: $32,400
State: $73,000

Project Key. HEW Region VIII, State Education Agency

Project Description. The project provides one full time state education agency staff consultant to assist with development of local education agency programs for gifted and talented students in grades k-12. In 1977-78, the consultant for gifted and talented will (a) provide consultation in program development to 27 school districts that participated in the planning workshops in 1976-77 and developed preliminary plans for program implementation; (b) offer consultation and inservice training to other districts; (c) prepare and disseminate information for school administrators, teachers, and parents; and (d) perform other administrative duties related to state education agency program development statewide.

Population. The project serves all gifted and talented children in North Dakota.

Location. The project operates statewide.

Project Director
Janet M. Smaltz
Assistant Director of Special Education
Department of Public Instruction
Bismarck, North Dakota 58505
(701) 224-2277

The Gifted and Talented Program in the Rapid City Teacher Center
Rapid City, South Dakota

Funding Source FY 1977-78
OGT: $13,780 (9/[illegible]7-8/31/78)

Project Key. HEW Region VIII, Local Education Agency, Teacher Training

Project Description. This project is attempting to identify and provide differentiated educational programs to gifted and talented students through an inservice training program using the Rapid City Teacher Center. This program will provide teacher awareness, teacher knowledge, and teacher skills to successfully implement programs to meet the needs of gifted and talented students. Another major objective is to disseminate information about the program to the local area and throughout the state. An informal validation of the program and procedures will be sought and replicability encouraged.

The identification process is accomplished through checklists, group tests, individual tests, and staffing teams composed of an administrator, psychologist, classroom teacher, and

parents. Differentiated educational programs are provided so that children receive more appropriate individualized education within the least restrictive alternative. Teachers receive individualized and continuous inservice training through the Teacher Center. Dissemination of information about the program to the local area and throughout the state is accomplished through a project newsletter, established news media, videotapings, and a slide-tape presentation.

Population. There are 20 k-8 schools in the Rapid City Area Schools. Douglas School System is located near Ellsworth Air Force Base, approximately 12 miles from Rapid City. It serves school children whose parents are in the military or are ranchers and children from economically restricted situations. Four k-8 schools participate in the project. Also included are three nonpublic schools that indicated a desire to participate in the program.

Location. Rapid City is the largest city in western South Dakota. It is situated at the eastern entrance to the Black Hills, approximately 170 miles west of Pierre, the state capital, 150 miles south of the North Dakota border, 75 miles north of the Nebraska line, and 60 miles east of the Wyoming line.

Project Director
Emilie Zacher
827 Franklin
Rapid City, South Dakota 57701
(605) 348-5145

Region IX

	OGT Funding
A National/State Leadership Training Institute on the Gifted and Talented—Los Angeles, California	$190,000
B Identifying and Serving Oakland's Gifted and Talented Deaf Students—Oakland, California	$ 20,046
C Development of Teaching Competencies: Gifted and Talented—Sacramento, California	$ 76,843
D Model Project for Implementing a Program for Gifted and Talented in Rural Schools—Redding, California	$ 43,512
E Guam State Pioneer Model Project Gifted and Talented Preschool Program—Agana, Guam	$ 60,451
F Development of State Plan for Gifted and Talented; Pilot Testing of Prototype for a Comprehensive Language Arts and Fine Arts Center—Honolulu, Hawaii	$ 65,000
Total OGT funding for Region IX	$455,852

National/State Leadership Training Institute on the Gifted and Talented

Los Angeles, California

Funding Source FY 1977-78
OGT: $190,000 (7/1/77-6/30/78)
Contracts: Cost-recovery basis
Publications: Cost-recovery basis

Project Key. HEW Region IX, Leadership Training Institute, Teacher Training

Project Description. Training teachers, administrators, university personnel, advocates, and parents of gifted and talented children in program planning and implementation, curriculum development, and related areas is one of the main activities of this project. The training takes place in summer institutes such as the 1977 National Summer Training Institute on Gifted and Talented, cosponsored with Teachers College, Columbia University, and in various other workshops and conferences. Special subject workshops related to gifted and talented education were Early Childhood Education, January 9-13, 1977, Oxnard, California; Gifted in Leadership, February 13-17, 1977, Corpus Christi, Texas; Disadvantaged Gifted, March 4-5, 1977, St. Louis, Missouri; Program Evaluation, May 23-25, 1977, Los Angeles; Creative Arts, August 14-17, 1977, Stratford, Connecticut. Communication is also a major activity of the project as reflected in the new N/S-LTI-G/T catalog, listing 14 handbooks, a filmstrip, rental film, two posters, the monthly *Bulletin*, and the *Groups for Gifted*. A network of consultants and advocates has been developed to train personnel at the national, state, and local levels. Contractual services are offered to educational agencies to assist in all phases of gifted education. Training tools, materials, and inservice kits are being developed for future distribution.

Population. Teachers are trained through the workshops and publications to understand their gifted pupils better and to meet their needs more appropriately. School administrators plan, implement, improve, and/or expand their gifted programs; they conduct inservice workshops for their teachers of gifted and talented students. University personnel direct the studies of their students who are majoring in gifted education by using the many resources, research materials, and contacts available through this project. Parents of gifted and talented children learn how to cope with their bright youngsters and how to advocate proper educational programs for them. The population of gifted and talented children who benefit from the project's training program is limited only by the contacts made by the program participants and those who study the publications.

Location. The N/S-LTI-G/T main office is in Los Angeles, with an eastern office in Reston, Virginia. Conferences and institutes are held in a variety of locations throughout the United States.

Project Director
Irving S. Sato
National/State LTI on the Gifted and Talented
316 West 2nd Street, PH-C
Los Angeles, California 90012
(213) 489-7470

Identifying and Serving Oakland's Gifted and Talented Deaf Students

Oakland, California

Funding Source FY 1977-78
OGT: $20,046

Project Key. HEW Region IX, Local Education Agency, Gifted/Talented Handicapped

Project Description. Oakland has a program for the gifted and talented which serves over 1,000 students. A program for the hearing impaired has 82 students. But Oakland, like other cities, has no systematic program for determining if deaf children are intellectually gifted or artistically talented. As a result, no deaf student is identified or served as a gifted child, although the proportion of deaf children who are gifted or talented should approximate that of the general population.

This project proposes to determine which of Oakland's hearing impaired students are gifted or talented and then to assess their specific talents and needs. For each identified child, an individualized plan is developed to help the children take full advantage of their capabilities

rather than centering their life around their handicap. Using an aide as an interpreter, the gifted deaf children are integrated with hearing classes so that by the end of the year each of the identified children will be spending at least 10 hours per week with hearing children, including 3 hours per week with hearing gifted children. Using Oakland materials and a special computer-assisted program at the Lawrence Hall of Science, the project plans to accelerate the children's progress in science, mathematics, and social studies. Other special activities have been planned for artistically talented students.

It is anticipated that the self esteem of the identified children will be increased and that they will be better able to serve as leaders of the deaf community. Information about the project will be disseminated to all other California school systems with deaf students so that they too can begin to differentiate among their deaf students. In this way, those who are gifted can receive the special attention needed to develop their capabilities.

Population. The project serves all deaf or hearing impaired children in the Oakland Unified School District who have also been identified as gifted or talented.

Location. The project is administered by the Oakland Unified School System in Oakland, California.

Project Director
Dr. Charles Mitchell, Jr.
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606
(415) 836-2622

Development of Teaching Competencies: Gifted and Talented

Sacramento, California

Funding Source FY 1977-78
OGT: $76,843 (9/1/77-8/31/78)
State and local (substitutes): $200,000 est.
State and local (other expenses): $10,000
Other: Most substitute teacher days are paid from State Mentally Gifted Minor Funds that are allocated to school districts.

Project Key. HEW Region IX, State Education Agency, Leadership Development, Rural Program, Teacher Training

Project Description. The goals of this project for 1977-78 are:

1. To create cadres of teacher specialists, workshop leaders, and teacher trainers.
2. To develop alternative and effective inservice education models.
3. To improve the diagnostic, prescriptive, and instructional competencies of teachers.

During this year the project is providing advanced and very practical training to over 2,000 teachers of gifted and talented children. Training is offered on a prioritized needs basis. Workshops feature knowledge acquisition and higher intellectual and creative skill development related to such categories of human development and inservice education as cognitive and affective domains of the *Taxonomy of Educational Objectives;* Structure of Intellect (Guilford) model; critical thinking; creative problem solving; creative production; extraordinary leadership; career education; needs of culturally different, underachieving pupils; needs of early childhood gifted, including preschool gifted; needs of handicapped children; futuristics; aesthetic education; peer counseling; research; and decision making. Diagnostic, prescriptive, and instructional training in using Structure of Intellect procedures will be given to 300 teachers, and 400 of the teachers who participated in 1976-77 project workshops will participate in workshops through which they will acquire leadership skills as inservice education experts and as resource teachers. Persons who attended four or more days of workshops will be given preference. Finally, 200 school administrators will attend workshops designed to help them foster differentiated programing for the gifted and talented in their schools and communities.

Population. More than 2,000 teachers and 200 administrators are expected to benefit through participation in workshops. Each participant in the workshops will have an impact upon other

teachers and administrators. Persons in leadership training may work with another 2,000 to 4,000 teachers in their schools and school districts. Likewise, individuals in Structure of Intellect training may reach another 1,500 to 2,000 teachers.

Location. The project is headquartered at the California State Department of Education in Sacramento. It is implemented statewide in 10-13 regions and other areas that are rural, urban, and suburban. Areas include those that have resources for program development and those that have limited resources.

Project Director
Dr. Paul D. Plowman
721 Capitol Mall, 3rd Floor
California State Department of Education
Sacramento, California 95814
(916) 322-3776

Model Project for Implementing a Program for Gifted and Talented in Rural Schools

Redding, California

Funding Source FY 1977-78
OGT: $43,512 (9/1/77-8/31/78)
State: $80 per student
Local school districts. Some monies at discretion of district

Project Key. HEW Region IX, Mentorship, Rural Program

Project Description. The project is developing a model for educating gifted and talented children in rural schools, which is capable of replication in any county in the United States. Goals of the program include:

1. Expanding the present program. The existing program is being expanded to provide a consistent curriculum design, develop a model for program management procedures, and provide a systematic inservice training program. The curriculum design delineates major goals and expected student outcomes in terms of student traits, behaviors, and products inherent in the six areas of gifted and talented as defined by the US Office of Education.
2. Developing a model for dissemination.
3. Coordinating all county services that serve the gifted and talented.

Population. The Shasta County Schools program has been serving 275 students identified as mentally gifted. In the 10 rural school districts that are being added there are an estimated 178 mentally gifted minor students, making a total of 453. As other areas of giftedness besides academic aptitude are identified and served, the total figure in the county may rise to 600. In 1977-78, eight adjoining counties are starting gifted programs by using the federal project program as a model. This will increase substantially the number of mentally gifted minors being served as a result of this project.

Location. Shasta County is primarily a rural area comprised of an estimated 88,000 citizens throughout 3,840 square miles. The city of Redding (population 43,000) serves as a central point in the county. The county serves school districts that vary in average daily attendance count from 50 to 900.

Project Director
Margaret Humphrey
Shasta County Superintendent of Schools Office
1644 Magnolia Avenue
Redding, California 96001
(916) 246-5143

Guam State Pioneer Model Project Gifted and Talented Preschool Program

Agana, Guam

Funding Source FY 1977-78
OGT: $60,451 (9/1/77-8/31/78)

Project Key. HEW Region IX, State Education Agency, Preschool Program

Project Description. This project was established to explore, define, and revise a program for preschool gifted and talented children in Guam. The program serves 90 children 4 years of age

identified as gifted and talented. Staffing consists of two teachers and two aides, and the program provides field experience for students from the University of Guam. Guam Vocational School also provides assistance. Parents attend one day per week in order to learn better practices for dealing with their gifted and talented children at home. Cognitive and affective education are explored as well as fine and gross motor development. It is anticipated that this project will serve as a Western Pacific Model for preschool education of the gifted and talented.

Population. The project serves 4 year old children identified as gifted and talented.

Location. This project is administered by the Special Education Division of the Guam Department of Education in Agana.

Project Director
Victoria T. Harper
Guam Department of Education
Special Education Division
P.O. Box DE
Agana, Guam 96910
Overseas 477-3311

Development of State Plan for Gifted and Talented; Pilot Testing of Prototype for a Comprehensive Language Arts and Fine Arts Center

Honolulu, Hawaii

Funding Source FY 1976-77
OGT: $65,000 (8/15/76-8/14/77)

Project Key. (IX, SEA, U)

Project Description. The project is designed to determine how to identify, select and provide for the educational needs of students in grades four, five, and six who manifest outstanding abilities in the language arts and the visual and performing arts. The general objectives are as follows: (1) To develop multiple measures suitable for identifying and selecting gifted and talented students, (2) To determine the degree to which gifted and talented students in grades four, five, and six can benefit from instruction by the community's professional artists, and (3) To determine the degree to which language arts and fine arts, which have a tendency to remain isolated programs, can be combined into an interdisciplinary educational activity.

Population. The direct beneficiaries of the project are the 60 students who attend the project for one full day per week. However, all students and Department of Education planners benefit from what has been learned as a result of having implemented this demonstration project.

Location. The project is located at Aikahi School in a suburban area in Windward Oahu School District. The students are drawn from 22 of the district's 24 elementary schools, ranging from rural to urban areas.

Region X

		OGT funding
A	Southeast Alaska Regional Gifted Program—Juneau, Alaska	$ 20,000
B	SAGE: Statewide Assistance for Gifted Education—Boise, Idaho	$ 55,000
C	A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model: Panhandle Child Development Association, Inc.—Coeur d'Alene, Idaho	$ 41,709
D	Model of Community Based Learning Activities for Gifted and Talented Elementary Students—Troutdale, Oregon	$ 18,400
E	Development of Program Implementation Teams—Olympia, Washington	$ 44,965
F	Model Preschool Program for Gifted Children—Seattle, Washington	$ 41,671
	Total OGT funding for Region X	$221,745

Southeast Alaska Regional Gifted Program

Juneau, Alaska

Funding Source FY 1977-78
OGT: $20,000
Regional Resource Center: $8,000

Project Key. HEW Region X, Local Education Agency, Teacher Training

Project Description. By means of this project, 10 of the 17 school districts that participate in the Southeast Regional Resource Center consortium are developing programs for the use of independent study as an instructional mode for gifted and/or talented students.

Through a series of workshops, designated educators from each of the 10 identified districts increase their skills in identifying gifted and/or talented students and become familiar with various ways in which independent study programs can be designed to meet needs of those students.

Working with the staffs of their respective schools, the designated educators identify target students and, with the help of community representatives, design independent study programs to meet particular needs of those target students.

It is hoped that this project will result in a greater awareness of the need to provide new programing alternatives for gifted and talented students in general and increased awareness of the special needs of those students in southeast Alaska where geographical isolation and frequently small student body populations often result in quite limited educational experiences.

Population. The Southeast Regional Resource Center serves as the host agency for the project. The Resource Center serves 17 districts ranging in size from 30 to 5,000 students. Approximately 13,000 students attend school in southeast Alaska.

Location. Southeast Alaska stretches 450 miles north to south and approximately 150 miles east to west. Connecting transportation is through Alaska Airlines, float plane, or ferry service.

Project Director
Dr. Allan W. Barnes
127 S. Franklin
Juneau, Alaska 99801
(907) 587-6806

SAGE: Statewide Assistance for Gifted Education

Boise, Idaho

Funding Source FY 1977-78
OGT: $55,000 (8/15/77-8/14/78)
State: $4,000

Project Key. HEW Region X, State Education Agency, Teacher Training

Project Description. The main thrust of Project SAGE is to provide preservice and inservice training in gifted education to school administrators, teachers, and others involved with gifted and talented students in Idaho. The original goals of the project were:

1. To implement Idaho's State Plan for Gifted and Talented in a coordinated fashion to maximize impact throughout an essentially rural state.
2. To provide support to each of the three state universities in their efforts to design and offer contemporary preservice and inservice training to target groups interested in or presently providing programs for gifted and talented students.
3. To establish and support a model demonstration program in each of Idaho's three special education regions to implement and show best practices approaches for gifted and talented children.
4. To disseminate information of an innovative and best practices nature to all target groups involved in gifted education.

The first three goals were accomplished during the first year of the project, and the fourth goal, dissemination of information, is continuing on a larger scale during the second year of operation, including provision for other states to obtain information and materials at their cost and to visit the model center sites.

General goals include improvement in the quality of programs provided to gifted and talented students, expansion of educational resources and services into the rural districts within the state, and continued coordination with institutions of higher learning for advanced course work in gifted education. The three model demonstration centers already established will continue to serve as training sites for

educators and as practicum locations for university students. The training received at these model centers is transported to other districts within the state through a cadre of consultants from the centers who provide technical assistance, best practices information, and demonstration of training packages developed at the centers.

Population. Between 400 and 450 teachers and other school personnel in Idaho have received university credit for the workshops, seminars, and inservice training sessions at each of the three model demonstration center sites. Students in the programs for gifted and talented receive benefits through the improved classroom instruction and curriculum, through more thorough knowledge gained by teachers in the characteristics and identification of giftedness, and through increased methods of evaluation for student progress and program administration.

Location. Idaho is essentially a rural state. Only 2 of the 115 school districts have a student population over 10,000, and 20 districts have a student population between 2,500 and 10,000. Among the state's school districts, 77 have total student enrollments between 200 and 2,500, and 18 have fewer than 200 students.

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Boise, Idaho 83720
(208) 384-2203

A Rural Preschool Gifted and Talented and Gifted and Talented Handicapped Model: Panhandle Child Development Association, Inc.

Coeur d'Alene, Idaho

Funding Source FY 1977-78
OGT: $41,709 (8/25/77-8/31/78)
Fund raising by parents: $200
Tuition: $80 per child

Project Key. HEW Region X, Model Project, Rural Program, Gifted/Talented Handicapped, Preschool Program

Project Description. The model project is exemplified by the activities of two classrooms located in Coeur d'Alene and Post Falls which serve a maximum of 36 children 3 to 5 years old during 2 ½ hour sessions weekly. An enriched learning experience occurs by the development of communication skills, social skills, curiosity and problem solving skills, self awareness skills, and preacademic skills, through the means of individualized and group program planning. The teaching process is centered around the development of thinking processes (Bloom's Taxonomy) as they relate to a learning concept. Pupil progress is recorded through a criterion referenced concept assessment and curriculum plan, through achievement results on the Peabody Individual Achievement Test, and through behavioral observations where appropriate. Success is dependent upon integral involvement of parents and of federal, state, and private agencies currently serving children.

Population. A maximum of 36 children 3 to 5 years old constitute the target population. These youngsters are representative of the socioeconomic nature of the communities involved.

Location. The project is providing services to youngsters from the northern part of Kootenai County, which encompasses school districts 271, 272, and 273. One classroom is located in each of the communities of Post Falls and Coeur d'Alene.

Project Director
Gail Hanninen
418 Coeur d'Alene Avenue
Coeur d'Alene, Idaho 83814
(208) 667-9478

Model of Community Based Learning Activities for Gifted and Talented Elementary Students

Troutdale, Oregon

Funding Source FY 1977-78
OGT: $18,400 (9/1/77-8/31/78)

Project Key. HEW Region X, Local Education Agency, Mentorship, Teacher Training

Project Description. The principal objective of this program is to develop, test, and refine an elementary school model of community based activities for identified gifted and talented students related to their individual educational needs and enriching their regular school curriculum. Community personnel who are experts in terms of vocational or avocational interests are recruited and oriented to their involvement in the program by volunteers serving as liaison agents between students and community resources.

Community personnel give students firsthand information on a variety of ways individuals can use their human potential. The amount of in-kind support from volunteers and community personnel greatly enlarges the scope and impact of individualized, differentiated education for gifted and talented students. This occurs through three different levels of student enrichment activities: several short term interest explorations related to students' broad diversity of interests; a more intense level dealing with in-depth project activities that are narrower in focus and allow students to pursue topics of interest for extended periods of time and to more difficult levels with a community mentor; and a very narrow focus on a particular skill building process that is self selected and uses experts in the community for instruction and verification. There are parent training sessions and an inservice class for teachers dealing with indentification and integration of enrichment experiences within the regular curriculum.

Population. Up to 35 elementary students (kindergarten through grade 6) identified as gifted and talented in the categories of general intellectual ability, creative or productive thinking, or talent in visual and performing arts have access to broader and more varied input through the talents and skills of community personnel. Parents of the students gain information and expertise in anticipating and/or meeting the special needs of their gifted and/or talented child.

Location. Glenfair Elementary School is located in the suburbs of Portland, Oregon, and has a student population of 300. Community resources throughout the Portland metropolitan area are used.

Project Director
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Troutdale, Oregon 97060
(503) 252-3479

Development of Program Implementation Teams
Olympia, Washington

Funding Source FY 1977-78
OGT: $44,965 (8/1/77-7/31/78)
State: $6,500

Project Key. HEW Region X, State Education Agency, Culturally Different, Rural Program, Teacher Training

Project Description. This project trains carefully chosen teams whose task is to provide selected school districts with special assistance in the initiation and maintenance of programs for gifted and talented students. Team leaders and members are trained through intensive summer workshop sessions designed to provide them with the information and skills needed to carry out their primary responsibilities of staff training and gifted student identification, the group dynamics skills necessary for coordinated team operation and teacher training activities, and the interpersonal skills required of those acting in a leadership capacity. In addition to providing direct support to school personnel through academic year inservice workshops, the teams develop curriculum materials that can be used by teachers during the initial phases of in-district program development. The teams will train their own replacements during a second summer workshop for successive years of operation. Moreover, this project enables the state of Washington to begin to identify performance criteria that may be used as a basis for teacher certification in gifted education (special certification is not now required for teachers of the gifted) and to experiment with the integration of services from state and local education agencies and special interest minority and bilingual programs for the benefit of the gifted and talented.

In the state of Washington, neglected gifted and talented individuals may be found among urban and suburban secondary students, students from rural and agricultural areas, and minority and migrant students such as Blacks, Chicanos, American Indians, and Asians.

In summary, it is the intent of this project to seek assistance in developing university based teacher training workshops, to provide for academic year inservice training for school personnel working with the gifted, and to develop operating procedures for regionally based gifted program implementation teams. All team operations are coordinated with other state and locally supported programs for the gifted by the project director.

Population. Approximately 49 teachers from three locations—Okanogan (north central), Seattle-Mercer Island area (west), and Yakima Valley (south central)—are involved in training activities for either leadership purposes or as new people interested in teaching gifted students.

Location. The project operates out of the Office of Superintendent of Public Instruction, Gifted Section, under the Division for Special Programs.

Project Director
Mary Henri Fisher
Director, Gifted Programs
Office of Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-1140

Model Preschool Program for Gifted Children
Seattle, Washington

Funding Source FY 1977-78
OGT: $41,671 (9/1/77-8/31/78)
Spencer Foundation: $215,000 over a 3 year period beginning in 1976
Ford Foundation: $107,931 over a 2 year period beginning in 1976
University of Washington: Director's salary, research, and preschool/kindergarten facilities and a broad range of related services

Project Key. HEW Region X, Model Project, Preschool Program

Project Description. The Child Development Model Preschool/Kindergarten is part of a comprehensive program of research and service focusing on the development of children with advanced intellectual abilities. Activities associated with this comprehensive program, in addition to the model preschool/kindergarten, include a longitudinal study of children with advanced intellectual skills and a diagnostic and counseling service that provides families of intellectually advanced children with assessment and school placement information. The project staff is also involved in interaction with public school officials concerning the design of public school programs for superior students. The Child Development Research Group and the Seattle Public Schools are jointly administering a kindergarten through 12th grade program for extraordinarily advanced students. This program is being established during the 1977-78 academic year. The Child Development Research Group has also begun a program that identifies extraordinarily advanced elementary, junior high school, and beginning high school students and allows some of them to take courses for credit at the University of Washington.

The preschool/kindergarten is designed to provide a model educational program for children who demonstrate precocious development in one or more areas of intellectual ability. Information from both parent reports and laboratory assessments is considered in identifying children. The major goals of the program are to document the parameters of individual difference among children with advanced intellectual skills, to tailor educational programing to meet each child's unique needs, and to provide other educators with empirical evidence to guide their programing decisions.

Population. The preschool/kindergarten program is of direct benefit to 33 children between the ages of 2 and 6 currently enrolled in the school. The project as a whole benefits all intellectually advanced children in the Seattle area through its identification and counseling activi-

ties and through its interactions with parents and educators. In addition, the project's dissemination activities (e.g., direct mailings, conference presentations, etc.) have reached an expanding nationwide audience of individuals and groups concerned with programing for gifted children.

Location. The Child Development Research Group, including the model preschool/kindergarten, is located on the University of Washington campus in Seattle, Washington, at the center of the most densely populated region in the Pacific Northwest. The University, with its 35,000 students and 2,000 faculty members, offers extensive resources to support an educational program for young gifted children. The University is the largest institution of higher learning in the state, and it provides a multitude of diverse programs on a single metropolitan campus. The preschool/kindergarten draws heavily on the expertise and facilities of many university departments to add depth and breadth to the program.

Project Director

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